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ABSTRACT

This progress report on the first year of the Teacher Evaluation Act in Connecticut contains four sections, the first of which provides a broad perspective of the process for implementation of the Act and describes how that process was developed. The second section discusses the forms sent to and completed by the school districts and teacher organizations. These forms concerned how teacher evaluation procedures were being utilized, how the guidelines for the Act were being met, and what the plans for implementation of the guidelines were. The next section lists a number of general observations regarding the implementation of guidelines for the Act which are drawn from an analysis of the data provided by the forms. The final section lists recommendations based on a review of the findings and observations. Several appendixes are attached which contain the Teacher Evaluation Act and guidelines, progress report forms, and criteria for evaluation of plans. (RC)

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ED111792

A REPORT ON THE STATUS OF TEACHER EVALUATION PROGRAMS IN CONNECTICUT 1974-1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Prepared by

The Educational Resources and Development Center
The University of Connecticut

and

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for

The Connecticut State Board of Education

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ACKNOWLEDGEMENTS

The implementation of the Teacher Evaluation Act in Connecticut has been made possible through the cooperation of the entire educational community. If there is a story to tell, it is how differences were put aside in the interest of improved instruction for the students in our schools.

The following organizations were represented on the Advisory Committee for Teacher Evaluation: the Connecticut Association for the Advancement of School Administration, the Connecticut Association of Boards of Education, the Connecticut Association of Colleges and Universities in Teacher Education, the Connecticut Association of Secondary Schools, the Connecticut Education Association, the Connecticut State Federation of Teachers, the Elementary School Principals Association of Connecticut, and the Parent-Teacher Association of Connecticut.

Valuable assistance was given to the Committee and the State Department of Education by the staff members of the Capitol Region Education Council and the Educational Resources and Development Center of the University of Connecticut. Above all, the patience and wisdom of the members of the Education Committee of the State Legislature were an essential ingredient.

This is a progress report on the first year of the Teacher Evaluation Act in Connecticut. The Educational Resources and Development Center of the University of Connecticut has assisted the Department in the implementation of the law. Their analysis and summary of local school district plans follows.

Every effort will be made by the Advisory Committee and the State Department of Education to use this information to strengthen local evaluation programs. It is our hope that these efforts will ultimately lead to improved education for the students in Connecticut schools.

Staff

Bureau of Evaluation and
Educational Services

INTRODUCTION

At the close of the Connecticut State Legislature in 1973, an amendment requiring teacher evaluation was added to the Tenure Act. Superintendents of schools were to evaluate their teachers annually and the State Board of Education was to establish minimum performance criteria for such evaluation.

The educational organizations of the State were asked to appoint members to a committee to assist the State Department of Education in the task. Sixteen other states had previously passed accountability or similar evaluation laws. A survey revealed that most of them were having considerable difficulty implementing the legislation.

Some states had specified in detail the methods to be used for such evaluations. A few had established a standard for expected student progress in each subject. Yet no satisfactory way had been found to isolate the effects of a teacher from the other influences on the student. Evidence seemed to indicate that such legislation fared best when the State mandated evaluation and left the specific method to local initiative.

It was clear that the success of any plan would call for cooperation from all segments of the educational community. The members of the Advisory Committee made a genuine attempt

to represent the viewpoints of their respective organizations and at the same time comply with the spirit of the law.

Two important principles were agreed upon:

1. The primary purpose of teacher evaluation should be the improvement of the student learning experience.

2. The local school systems should establish their own educational goals. Such goals and subsequent objectives should form the basis for the evaluation.

Obstacles in the way of developing a plan based on these principles were the association of teacher evaluation with the Tenure Act and the requirement for minimum performance criteria. The latter term implied the setting of exact standards at the State level and was contrary to feelings of the Committee.

Members of the Education Committee of the State Legislature were asked to join in a dialogue over these issues. It was mutually decided to recommend changes in the Legislation, i.e. that teacher evaluation be removed from the Tenure Act; that the State Board of Education establish guidelines for the development of local evaluation plans. These suggestions were accepted by the Legislature and incorporated in the present Act, P.A. 74-278 (see Appendix A).

The guidelines developed by the Advisory Committee were adopted by the State Board of Education (see Appendix B). They allow up to five years for the design, field testing and review of evaluation plans with progress reports from local school districts made annually to the State Department of Education.

THE PROCESS

Basic Questions

As described in the acknowledgements, the role of the Educational Resources and Development Center (ERDC) was to assist the Connecticut State Department of Education (CSDE) in carrying out their responsibility to implement the Act Concerning Teacher Evaluation (P.A. 74-278). In order to develop a process for implementation, it was necessary to answer several basic questions.

1) What does the law require?
   -of the Local Education Agency (LEA)?
   -of the CSDE

2) What information is required from the LEA?

3) What is the best method of collecting the required information?

4) How can the information best be analyzed?

5) What information should be reported back to the LEA? (regarding the report they submitted to the CSDE)

6) What information should be reported to the Connecticut State Board of Education (CSBE)?

In responding to these questions, and developing the process, it was necessary to temper ideal solutions with the realization that there were serious constraints in terms of time and manpower. Questions 1, 2, and 3 needed to be answered quickly so that report forms could be distributed to LEA's in October, 1974, allowing them sufficient time to prepare their reports due January

1, 1975. Questions 4, 5, and 6 needed to be answered in order to complete an analysis of the LEA reports and prepare a summary report to the CSDE early in March, and to provide feedback to the LEA's at the earliest possible date.

The procedures were developed cooperatively by the CSDE and ERDC. These recommended procedures were then reviewed by the Advisory Committee on Teacher Evaluation. The Advisory Committee approved the general approach to be followed, but it was not possible for them to approve all specific aspects of the process. Good working relationships and a true spirit of cooperation were important factors in allowing the project to move ahead on schedule.

The Law

The law (P.A. 74-278, Appendix A) requires that:

> Section 1. (NEW) The superintendent of each school district shall, in accordance with guidelines established by the state board of education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the town or regional board of education and the teachers' representative chosen pursuant to section 10-153b of the general statutes, continuously evaluate or cause to be evaluated each teacher.

Further, the law requires that:

> Section 2. (NEW) On or before January 1, 1975, each town or regional school district shall submit, in writing, to the state board of education a report on existing evaluation procedures and plans for implementing the guidelines established by the state board of education for development of local evaluation programs.

The Guidelines for Teacher Evaluation (Appendix B) were developed by the Advisory Committee on Teacher Evaluation and the CSDE. These were approved by the CSBE in January, 1974 and were distributed to LEA's in August, 1974.

The Guidelines document also describes the assessment and reporting responsibilities of the CSDE:

> A progress assessment shall be the responsibility of the State Department of Education:
>
> 1. The Department inventories each school district as to (1) status and (2) plans for development of teacher evaluation program. Programs are reviewed in terms of the extent to which they are meeting the guidelines.
>
> 2. The Department communicates to each superintendent the results of its review, its understanding of the timetable proposed in the school district's plans, and any recommendations for adjustment to such plans.
>
> 3. Each Superintendent receiving recommendations for adjustments to plans acknowledges such recommendations and agrees to incorporate such recommendations into a revised plan. Any superintendent who does not agree with the recommendations requests a meeting with the Department for the purpose of clarifying and setting forth an alternate plan to fully implement an effective evaluation program within a reasonable period of time.

Information Required

In addition to the information on "existing evaluation procedures and plans for implementing the guidelines" required by law, it was decided to ask LEA's to provide information on:

1) activities that had been particularly helpful to them in developing an evaluation program, and 2) their needs for additional resources in order to develop and implement an evaluation program.

Information Collection

A Progress Report form (Appendix C) was developed cooperatively by the CSDE and ERDC to collect the desired information, i.e., status, existing activities, planned activities, successful experiences, and needs for assistance. This form and an accompanying memo from Commissioner Shedd were mailed to LEA's on October 22, 1974.

The emphasis of the Progress Report is on the Guidelines. It was decided to use an "activities analysis" approach.* This approach requests the reporter to list those specific activities now being carried out (or planned) to assure that the guideline is (or will be) met.

Superintendents were also asked to indicate their perception of the school system's progress toward full implementation of each of the eleven guidelines on a continuum of 0 to 100%.

Consideration was given to requesting that the LEA Progress Report be developed jointly by the superintendent and local

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* Edward F. Iwanicki. "Activity Analysis: An Approach to Improving the Evaluation Design of Ongoing Educational Programs". Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, Illinois. April, 1974.

teacher organization. It was suggested that it could be developed cooperatively, or perhaps developed by the superintendent and reviewed by the teacher organization with differences in perception noted, and signed by both parties.

It was determined, however, that the legislation held the superintendent responsible for submitting the report to the CSBE. Since it seemed desirable to receive comparable information from teacher organizations it was suggested they submit a separate report. The Connecticut Education Association prepared a shortened version of the Progress Report (Appendix D) which they made available to their local units.

Analysis

It was decided that every effort should be made to develop a procedure for analyzing the LEA Progress Reports that was objective and would yield quantifiable data. This proved difficult because of the necessarily broad nature of the Guidelines, and the lack of criteria for those Guidelines.

It seemed essential to develop criteria for each of the guidelines in an attempt to avoid subjectivity, and to indicate to the LEA's and the CSBE the basis on which a status determination was made. The criteria were developed cooperatively by ERDC and the CSDE, and officially approved by the CSDE for use in the CSDE/ERDC Guideline Analysis Form. (Appendix E).

The criteria were not reviewed or approved by the Advisory Committee although they did agree on the need for their development and the general approach to be followed. It should also be emphasized that the criteria were developed for use in the analysis of the 1974-75 Progress Reports, and for explaining to LEA's how the CSDE/ERDC perception of their status was reached. If these criteria are to be used, or other criteria developed, to aid LEA's in the development and implementation of evaluation programs they should be based upon greater input from the profession, thorough discussion, and careful review and approval.

The Guideline Analysis presents the CSDE/ERDC perception of the status of that school system for each criterion, based soley upon the written material presented in the LEA report prepared by the superintendent. A particular element may exist or be planned, but if not reported will show in the 04 Category, "No Evidence". Status is reported in the following four categories:

01 Yes (substantial achievement of guideline)
02 In Progress (activities initiated but achievement not substantially achieved)
03 Proposed (activities planned but not yet initiated)
04 No Evidence (no evidence provided)

Report to LEA's

It will be necessary to use a standard format in providing feedback to each LEA regarding their evaluation program and plans. While each of the LEA's would undoubtedly desire a

detailed analysis with specific recommendations as to the development and implementation of an evaluation program, this is beyond the capability of the CSDE. As stated previously, information will be presented as to the CSDE/ERDC perception of their status based on an application of stated criteria. It is likely that some school systems will take issue with the appropriateness of the criteria, but this could result in a healthy, constructive process for developing criteria for future use. Again, criteria were developed to analyze and explain how status was determined, not for use in evaluation program development.

Report to the Connecticut State Board of Education (CSBE)

The intent of this report is to provide the State Board of Education with an overview of teacher evaluation in Connecticut. Information is provided for the State as a whole rather than for individual school districts. In addition, the report suggests how the teacher evaluation process might be improved.

This section of the report has attempted to provide a broad perspective of the process and how it was developed. Subsequent sections will include:

- ANALYSIS OF THE DATA
- OBSERVATIONS
- RECOMMENDATIONS

ANALYSIS OF DATA

Sample

Reports were received and scored for public school systems as well as several other educational agencies. The reports fall within the following categories:

A. Local K-12 school systems

B. K-12 regional school districts

One report was filed and scored for each of the K-12 regional school districts.

C. Regional school districts for grades 7-12 or 9-12

1. If reports were filed by each of the independent town elementary districts as well as the regional districts, all were scored as separate systems.

2. If a single report was filed that incorporated the independent town elementary districts and the regional district, one report was scored.

The above categories yielded a sample size of 152 evaluation programs. Variations of the sample size occur in the data analysis due to incomplete and multiple responses to some parts of the report.

Teacher reports were filed by 52 teacher organizations representing 41 of the 152 evaluation programs. The difference in the number of teacher reports received and that used in the data analysis is due to:

a) multiple teacher reports received from a regional district, where only one school system report was scored, and

b) two teacher reports received after the data had been analyzed.

Form A

Introduction

Form A, entitled Teacher Evaluation Procedures Presently Utilized in Your School District, asked four basic questions.

A) What Method?
B) Who Evaluates?
C) When Does Evaluation Occur?
D) Why Does Evaluation Occur?

Question A: What Method?

Discussion

Question A asked respondents to rank various methods of evaluation according to usage in their school system. The administrative and special service personnel sections had fewer responses than the sample size. The percentages which follow represent that portion of the responses given in each category. Teacher N=152, Administrator N=117, and Special Service Personnel N=130.

The evaluation methods most frequently cited as the primary means of teacher evaluation were open ended statements (31%), checklist (24%), and rating scales (20%). Also cited were: performance objectives (12%), clinical supervision (7%), and guided self-analysis (5%). All six of these techniques received considerable mention as secondary and tertiary procedures. It should be noted that 75% of the systems make use of two or more evaluation techniques.

The evaluation methods most frequently cited as the primary means of administrator evaluation were: open ended statements (34%), performance objectives (29%). Also cited were: rating scales (13%), guided self-analysis (12%) and checklists (9%). In 66% of the systems there is the use of multiple evaluation techniques, with guided self-analysis being the most popular secondary and tertiary method.

The evaluation methods most frequently cited as the primary means of special service personnel evaluation were: open ended statements (35%),checklists (18%) and rating scales (18%). Also cited were performance objectives (13%) and guided self-analysis (8%). All of the above were often mentioned as secondary and tertiary techniques. Approximately 74% of the systems make use of two or more methods.

PRESENTATION OF DATA: FORM A

QUESTION A. WHAT METHOD?

	Choice of Method	TEACHERS N=152	ADMINISTRATORS N=117	SPECIAL SERVICE PERSONNEL N=130
Checklist	1st	37 (24%)	11 (9%)	24 (18%)
	2nd	24	11	23
	3rd	13	11	7
	4th-7th	7	4	3
Rating Scale	1st	31 (20%)	15 (13%)	25 (18%)
	2nd	16	6	13
	3rd	9	3	6
	4th-7th	8	2	6
Open End Statements	1st	47 (31%)	40 (34%)	45 (35%)
	2nd	16	16	17
	3rd	18	10	19
	4th-7th	6	3	4
Performance Objectives	1st	18 (12%)	35 (29%)	17 (13%)
	2nd	17	15	15
	3rd	12	4	5
	4th-7th	6	1	3

QUESTION A (Continued)

	Choice of Method	TEACHERS N=152	ADMINISTRATORS N=117	SPECIAL SERVICE PERSONNEL N=130
Guided Self-Analysis	1st	8 (5%)	14 (12%)	11 (8%)
	2nd	22	21	17
	3rd	14	12	14
	4th-7th	13	2	4
Clinical Supervision	1st	10 (7%)	3 (2%)	6 (4%)
	2nd	14	7	9
	3rd	9	1	6
	4th-7th	3	3	0
Interaction Process Analysis	1st	1	0	3
	2nd	4	1	2
	3rd	5	3	4
	4th-7th	3	1	1
Micro-teaching	1st	0	0	0
	2nd	1	0	0
	3rd	0	0	1
	4th-7th	6	0	0
Other		19	0	7

Question B: Who Evaluates?

Discussion

Quesion B asked respondents to indicate who has the primary and secondary responsibility for evaluating the various categories of personnel. Multiple responses were a very common practice for this question. The total number of responses in all categories varied from 57 to 247. However, percentages that follow were calculated on the basis of the sample size of N=152, and therefore will not sum to 100% in any one category.

In the category of primary responsibility for evaluating teachers, the overwhelming majority (91%) indicated the principal. Also cited for having primary responsibility were: assistant principal (21%), department head (11%) and superintendent (11%). Secondary responsibility for evaluating teachers was allocated to: department head (44%) and assistant principal (38%). Also cited were: superintendent (30%), supervisor (24%) and assistant superintendent (17%).

In the category of primary responsibility for evaluating administrators, the majority (78%) indicated the superintendent. Others cited were assistant superintendent (20%) and principal (16%). There seems to be very little secondary responsibility for evaluating administrators; where it does exist it is most often viewed as a role of the assistant superintendent (16%).

In the category of primary responsibility for evaluating special personnel, the majority (56%) indicated the principal. Also cited were: supervisor (26%) and superintendent (20%). Secondary responsibility in evaluating special service personnel was most frequently given the superintendent (29%) and yet was somewhat distributed among all administrative personnel. It should be noted that there was very minimal use of evaluation by other teachers and/or students.

QUESTION B: WHO EVALUATES?

N=152	TEACHERS		ADMINISTRATORS		SPECIAL SERVICE PERSONNEL	
	P*	S*	P	S	P	S
Principal	139 (91%)	2 (1%)	24 (16%)	9 (6%)	86 (57%)	32 (21%)
Assistant Principal	33 (22%)	57 (38%)	3 (2%)	9 (6%)	13 (9%)	30 (20%)
Department Head	17 (11%)	67 (44%)	2 (1%)	1 (-)	5 (3%)	26 (17%)
Supervisor	14 (9%)	36 (24%)	3 (2%)	7 (5%)	39 (26%)	20 (13%)
Assistant Superintendent	3 (2%)	26 (17%)	30 (20%)	25 (16%)	11 (9%)	30 (20%)
Superintendent	17 (11%)	46 (30%)	119 (78%)	2 (1%)	31 (20%)	44 (30%)
Other Teachers	3 (2%)	8 (5%)	2 (1%)	1 (-)	2 (1%)	4 (3%)
Students	4 (3%)	5 (3%)	1 (-)	3 (2%)	3 (2%)	2 (1%)
Totals	230	247	184	57	190	188

* P = primary responsibility
  S = secondary responsibility

Question C: When Does Evaluation Occur?

Discussion

Question C asked respondents to indicate how often evaluation occurs. The responses to this question were very difficult to analyze. There were obviously many interpretations of the term continuous evaluation. In addition, multiple responses by a school system were again a common practice. For these reasons, it is difficult to assign significant interpretation to the following data. The total number of responses in all categories ranged from 125 to 160. The percentages that follow were calculated on the basis of the sample size N=152, and therefore will not sum to 100% in any one category.

Evaluation of tenured teachers occurs most frequently (45%) on an annual basis, followed next in frequency by continuous evaluation (38%). On the other hand evaluation of non-tenured teachers occurs most frequently (51%) on a continuous basis, followed by semi-annual (26%) and annual (22%) evaluations.

Administrators, like tenured teachers, are most often (46%) evaluated on an annual basis, followed by continuous evaluation (36%).

Evaluation of tenured special service personnel occurs most frequently (38%) on an annual basis and also on a continuous basis (34%). Non-tenured special

service personnel, like non-tenured teachers are most often (47%) evaluated on a continuous basis, followed by semi-annual (23%) and annual (14%) evaluations.

It should be noted that very little evaluation was considered to take place on a monthly basis for any personnel.

QUESTION C: WHEN DOES EVALUATION OCCUR?

N=152	TEACHERS		ADMINISTRATORS	SPECIAL SERVICE PERSONNEL	
	Tenured	Non-Tenured		Tenured	Non-Tenured
CONTINUOUSLY	58 (38%)	78 (51%)	55 (36%)	51 (34%)	71 (47%)
MONTHLY	1 (_)	9 (6%)	2 (1%)	3 (2%)	7 (5%)
SEMI-ANNUALLY	16 (11%)	39 (26%)	9 (6%)	13 (9%)	35 (23%)
ANNUALLY	68 (45%)	34 (22%)	70 (46%)	58 (38%)	22 (14%)
TOTALS	143	160	136	125	135

Question D: Why Does Evaluation Occur?

Discussion

Question D asked respondents to rank, in order of importance, the reasons why evaluation occurs. Some multiple responses were given in answer to this question. The total number of responses in all categories ranged from 147 to 173. The percentages that follow were calculated on the basis of the sample size N=152, and therefore, will not sum to 100% in any one category.

Improving competencies was ranked highest as the primary reason for evaluation of teachers (50%), administrators (53%) and special service personnel (43%). Staff development was ranked second as the primary reason for evaluation of teachers (30%), administrators (26%) and special service personnel (26%). Tenure/contract renewal was ranked third as the primary reason for evaluation of teachers (24%), administrators (14%) and special service personnel (19%). Other reasons provided generally referred to improving the teaching-learning process. These were ranked fourth as the primary reason for evaluation of teachers (12%), administrators (4%) and special service personnel (7%).

Staff development was also cited most frequently as the second reason for evaluation and tenure/contractual renewal was identified most frequently as the third reason for evaluation. Salary was indicated most frequently as the fourth reason for evaluation.

QUESTION D. WHY DOES EVALUATION OCCUR?

N=152	Choice of Reason		TEACHERS (173)	ADMINISTRATORS (149)	SPECIAL SERVICE PERSONNEL (147)
Staff Development	1st		45 (30%)	39 (26%)	40 (26%)
	2nd	**	48	47	42
	3rd		27	15	20
	4th		4	4	4
	5th		1	--	4
Tenure/Contract Renewal	1st		32 (21%)	21 (14%)	29 (19%)
	2nd		26	19	24
	3rd	***	62	52	58
	4th		7	7	6
	5th		1	2	1
Salary	1st		2 (1%)	3 (2%)	2 (1%)
	2nd		3	5	4
	3rd		14	15	12
	4th	****	35	31	26
	5th		6	4	6

QUESTION D (Continued)

N=152	Choice of Reason	TEACHERS (173)	ADMINISTRATORS (149%)	SPECIAL SERVICE PERSONNEL (147)
Improve Compentencies	1st	* 76 (50%)	80 (53%)	66 (43%)
	2nd	47	33	43
	3rd	10	7	10
	4th	5	2	4
	5th	--	0	0
Other	1st	18 (12%)	6 (4%)	10 (7%)
	2nd	13	3	3
	3rd	14	--	3
	4th	--	--	1

* first most important reason
** second most important reason
*** third most important reason
****fourth most important reason

Summary of Form A

Question A: What method is used?

Teachers and Special Service Personnel

1. Open Ended Statements
2. Checklists and Rating Scales

Administrators

1. Open Ended Statements
2. Performance Objectives

Question B: Who evaluates?

Teachers - primary responsibility - Principal
- secondary responsibility - Department Head and/or Assistant Principal

Administrators - primary responsibility - Superintendent
- secondary responsibility - Assistant Superintendent

Special Service Personnel - primary responsibility - Principal
- secondary responsibility - Superintendent and all other administrators

Question C: When does evaluation occur?

For non-tenured teachers and non-tenured special service personnel, evaluation occurs on a continuous basis with a considerable number on a semi-annual and annual basis. For tenured teachers, tenured special service personnel, and administrators, evaluation occurs on an annual basis, with a considerable number on a continuous basis.

Question D: Why does evaluation occur?

For all groups:

1. Improve Competencies
2. Staff Development
3. Tenure/Contract Renewal
4. Salary

Form B (1-11)

Introduction

In order to assess the level of compliance with the guidelines, each local district, through its chief administrator, was asked to indicate its status concerning the implementation of each guideline. Each district was further requested to cite its plans for compliance in the event it had not already achieved substantial compliance. Finally, the district was asked to estimate its score per guideline on a 0-100 continuum and to submit evidence supporting these statements. A copy of the reporting form can be found in Appendix C.

Based on the information described above, the ERDC was also requested to offer its perception of each district's compliance with the guidelines. In order to establish objective methods of analysis, the ERDC staff developed a set of appropriate criteria for each guideline. These criteria were defined as behavioral indicators of the guidelines. For example, Guideline one emphasizes the cooperative determination of objectives for evaluation. An indicator for this guideline was criterion 1.21 that teachers and administrators work together in developing objectives. District responses and submitted evidence were examined by the ERDC staff for such indicators.

The District was then placed in one of four categories depending on the evidence submitted. The categories and their definitions were: 01 Yes (substantial achievement of guidelines), 02 In Progress (activities initiated but not substantially achieved), 03 Proposed (activities planned, but not initiated), and 04 No Evidence (no evidence provided). The 04 category, it must be emphasized, was not indicative of obstruction or lethargy with regard to a criterion. It simply meant that a district did not submit evidence of a particular criterion. These criteria were examined, modified and approved by staff members of the Connecticut State Department of Education. It is very important that these criteria, although adequate for the present analysis, be examined carefully and modified where appropriate.

Reports from districts were examined and coded by ERDC staff. The section that follows is a summation of those reports along with perceptions of guideline implementation gleaned by ERDC from analysis of the reports. Also included are reports of the superintendent's perception of guideline implementation along with, where submitted, teacher organization's perceptions.

The criterion analysis for each guideline was based on school system reports prepared by the superintendent of schools. The teacher organization did not submit the complete activities analysis. The first part of each analysis is based on ERDC scoring of criteria. The second part consists of discussion and analysis of the perceptions of superintendent and teacher organizations.

The categories used for scoring school system responses to each criteria are as follows:

Code	Definition
01	Yes (substantial achievement of guideline)
02	In Progress (activities initiated but achievement not substantially achieved)
03	Proposed (activities planned but not yet initiated)
04	No Evidence (no evidence provided)

In the discussion sections, categories 01 and 02 will, at times, be combined to represent that portion of the school systems which have either initiated activities or substantially achieved that guideline.

Presentation and Discussion of Data

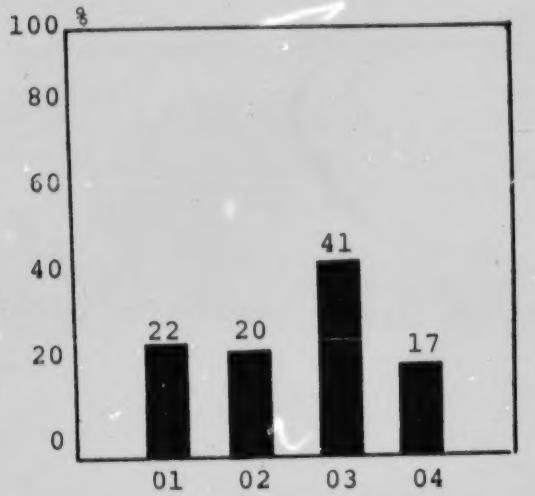
Guideline I. Approximately 40%* of the school systems were found to be meeting three of the criteria established for this guideline. The one exception was the stating of objectives in operational terms (Criterion 1.12) where only 28% were considered in progress or better. On all four criteria, between 38% and 41% have proposed activities to meet the intent of this guideline. Between 17 and 23% provided no evidence of compliance with the same three criteria referred to above, while 31% provided no evidence of stating objectives in operative terms. Results of this analysis seem to indicate there is agreement among Connecticut districts about the importance of the guideline. The vast majority indicate that they are either in compliance or plan to be in a stated period of time.

A minority (29%) of superintendents stated that their system was at the 50% level of implementation or higher. Almost half (46%) felt they were in the lowest quarter of implementation. An interesting point is that, in those districts where both superintendent and teacher organization submitted reports (N=41), the results were remarkably similar. Although many districts reported that activities pertinent to this guideline were underway, the reports indicated that both teachers and superintendents believe there is much to be accomplished.

* represents the sum of categories 01 and 02

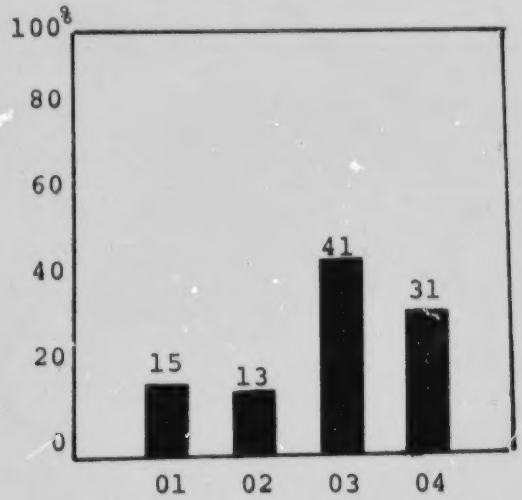
GUIDELINE I. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

1.11 Written objectives for the evaluatee are developed



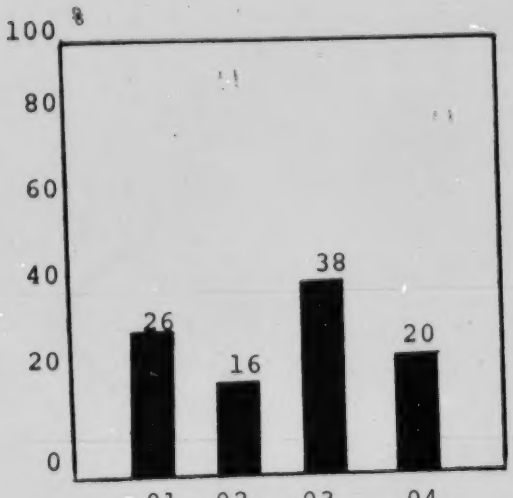
N = 34 31 62 25 =152

1.12 Objectives are stated in operational (observable) terms



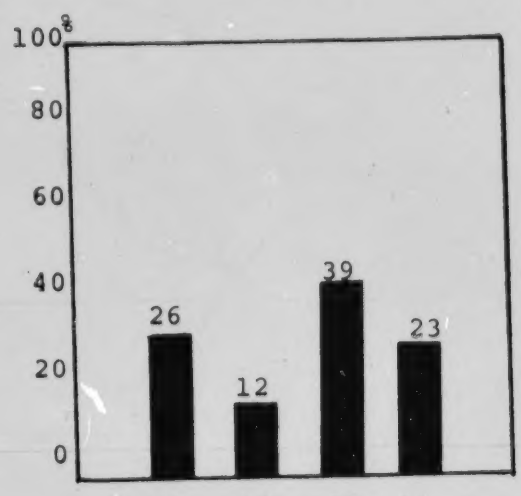
N = 23 19 62 48 =152

1.21 Teachers and administrators work together in developing objectives.



N = 40 24 58 30 =152

1.22 Objectives are jointly approved



N = 39 19 59 35 =152

GUIDELINE I. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

	QUARTER			
	1st	2nd	3rd	4th
Perception of Degree of Implementation	0-25%	26-50%	51-75%	76-100%
All Superintendents Reporting (N=149)	68(46%)	38(25%)	13(9%)	30(20%)
School Systems with both Superintendent and Teachers Organization Reporting				
Superintendent (N=41)	23(56%)	7(17%)	2(5%)	9(22%)
Teachers (N=41)	23(56%)	7(17%)	1(3%)	10(24%)

Guideline II. Sixty-six percent (66%)* of the school systems were judged to have some degree of cooperative planning (criterion 2.11). Only 8% were rated as not having initiated or proposed cooperative planning. Forty-one percent (41%)* of the systems were found to have substantial approval of their program by all reference groups (criterion 2.12); 32%* have some procedure which allows for the cooperative evaluation of the evaluation program (criterion 2.31). For each criterion between 26% and 37% have planned activities to meet the substance of this guideline. Thirty-one percent (31%) were unable to demonstrate any evidence of a cooperative procedure to monitor the evaluation plan.

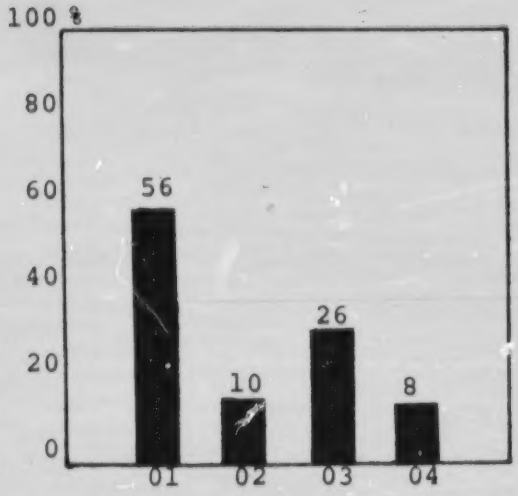
Reporting districts appear to be progressing toward achievement. Only in the case of criterion 2.31 is the process slower. Forty-two percent (42%) of all superintendents (N=149) stated that their system fell in the first quarter. Sixty-three percent (63%) located themselves in the first quarter. There was some similarity between superintendents and teachers organizations in those districts where both submitted reports (N=41). Seventy-eight percent (78%) of the teachers reports placed their districts in the first two quarters while 54% of superintendents placed themselves in those quarters.

*represents the sum of categories 01 and 02

These findings indicated that while both teachers and superintendents believe that progress has not been very substantial, teachers are even more emphatic in this regard. Although progress has been slow, strong agreement seems to exist regarding the value of achieving input from all reference groups. There is no similar consensus for the development of procedures to obtain feedback from all groups about the evaluation program (criterion 2.31). Four criteria were originally developed for this guideline. After an analysis of the reports, it was apparent that criterion 2.21 did not provide any meaningful information. There is concern as to its appropriateness as a measure of implementation. Although this criterion was scored, and is graphically represented on the following page, no interpretation is offered.

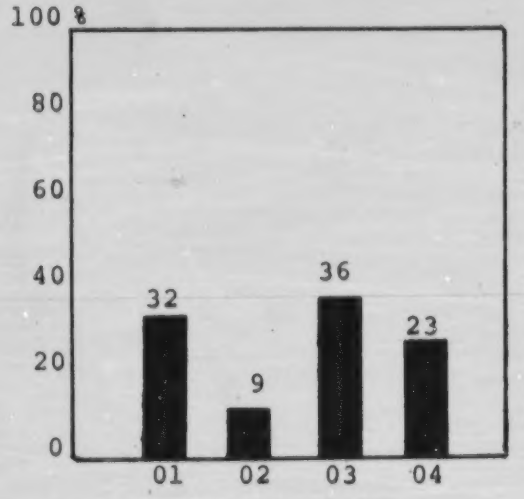
GUIDELINE II. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.

2.11 There is input from all reference groups



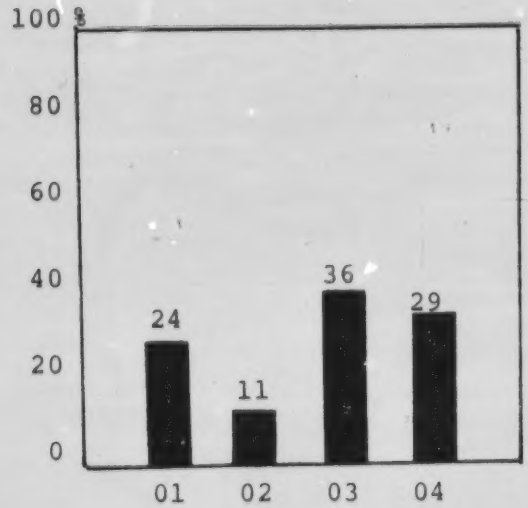
N = 84 16 39 12 =151

2.12 There is substantial approval of program by all groups



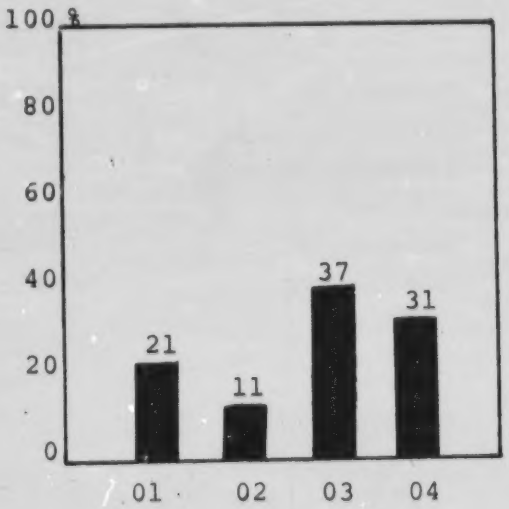
N = 49 14 54 34 =151

2.21 Active roles for each group are specified



N = 36 17 54 44 =151

2.31 There is a procedure to provide feedback from all groups concerning the evaluation program.



N = 31 17 56 47 =151

GUIDELINE II. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.

Perception of Degree of Implementation	QUARTER 1st	2nd	3rd	4th
	0-25%	26-50%	51-75%	76-100%
All Superintendents Reporting (N=149)	62(42%)	32(21%)	10(7%)	45(30%)
School Systems with both Superintendent and Teachers Organization Reporting				
Superintendent (N=40)	17(42%)	9(23%)	2(5%)	12(30%)
Teachers (N=40)	24(60%)	7(18%)	4(10%)	5(12%)

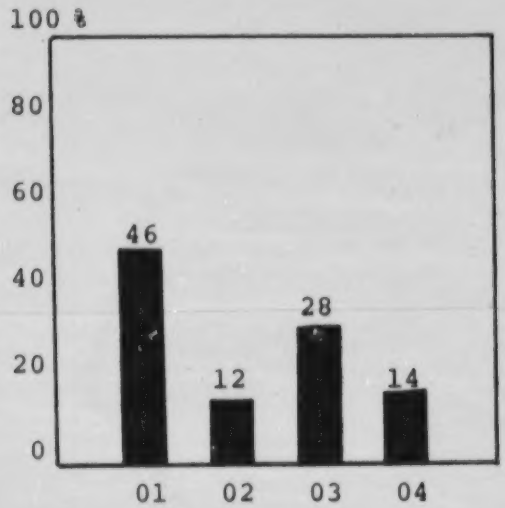
Guideline III. Almost half of the systems (46%) indicated that they had developed clear statements of purpose for the evaluation plan (criterion 3.11). Fewer (33%) could provide evidence of the widespread dissemination of this plan (criteria 3.21 and 3.22). Very few districts reported that they were already in compliance with the criterion 3.31.

With the exception of criterion pertaining to the discussion of the evaluation purposes (3.31), very few systems reported no evidence of this guideline. For the first three criteria, about 75% of the districts were placed in categories 01, 02, 03. While this guideline is by no means substantially achieved, Connecticut systems either have complied or are planning to be in compliance with this guideline.

The data here indicated that some 50% of all superintendents believe their districts fall in the higher quarter ranking on this guideline. The teacher organization reports indicated that teachers perceive a lesser degree of implementation than superintendents.

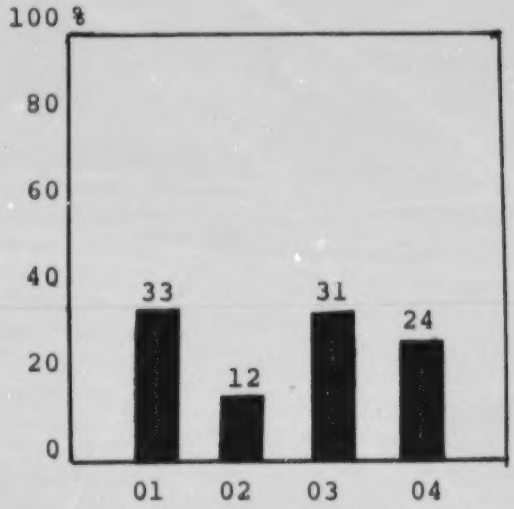
GUIDELINE III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

3.11 There is a clear written statement of the purposes of the evaluation program



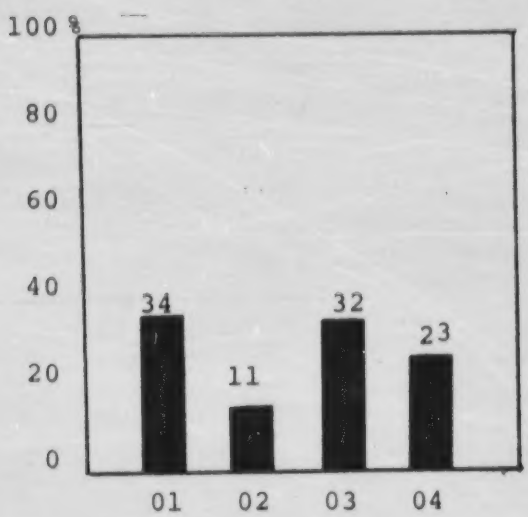
N = 69 19 42 21 =151

3.21 Statement of purposes is widely distributed to evaluators



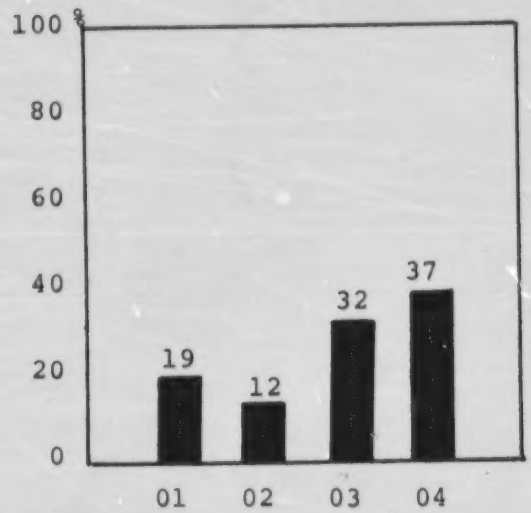
N = 50 18 47 35 =150

3.22 Statement of purposes is widely distributed to those to be evaluated



N = 50 17 47 35 =149

3.31 Statement of purposes is explained and discussed with and by all reference groups



N = 28 19 48 55 =150

GUIDELINE III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

Perception of Degree of Implementation	QUARTER 1st 0-25%	2nd 26-50%	3rd 51-75%	4th 76-100%
All Superintendents Reporting (N=147)	48 (33%)	26 (17%)	16 (11%)	57 (39%)
School Systems with both Superintendent and Teachers Organization Reporting				
Superintendent (N=41)	15 (37%)	5 (12%)	4 (10%)	17 (41%)
Teachers (N=39)	17 (44%)	9 (23%)	2 (5%)	11 (28%)

Guideline IV. Fifty-four percent (54%)* of the school systems showed some sign of defining the general responsibilities of each professional position (criterion 4.11). Only 9% have not initiated nor planned any activities in this area.

In comparison, 30%* of the programs were deemed to have initiated work in the area of developing specific tasks for each position (criterion 4.21). Likewise, only 33% appeared to use general responsibilities and specific tasks as the frame of reference for evaluation (criterion 4.3).

Substantial numbers (36-48%) of the systems have proposed activities to meet this guideline.

Only 31% of the superintendents scored their system at the 50% or higher level of implementation. Teacher organizations and their respective superintendents rated implementation at somewhat similar levels. There appears to be a substantial gap between this guideline and present practice. However, as noted above, there has been a good deal of planning, on the part of school systems, to comply with this guideline.

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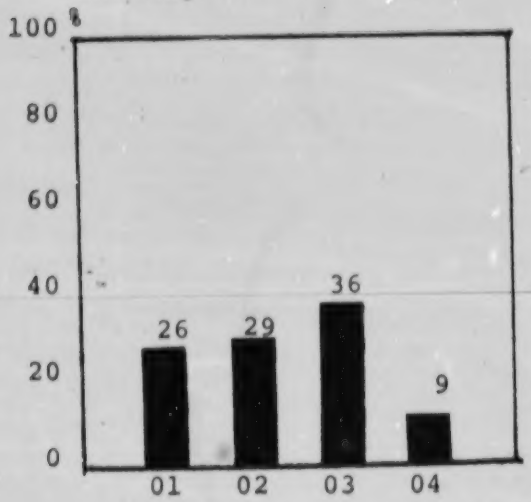
* represents the sum of categories 01 and 02

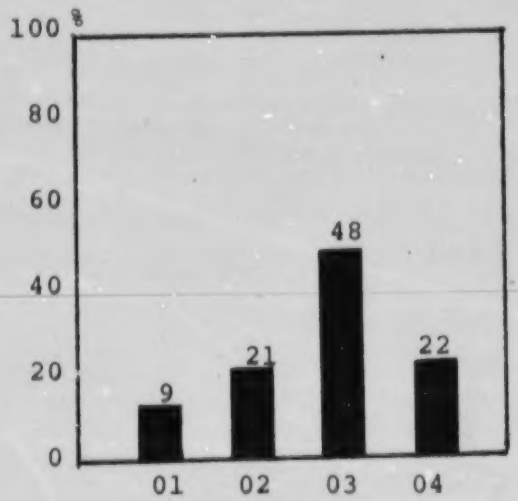
GUIDELINE IV. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

4.11 General responsibilities of each professional position are defined in writing



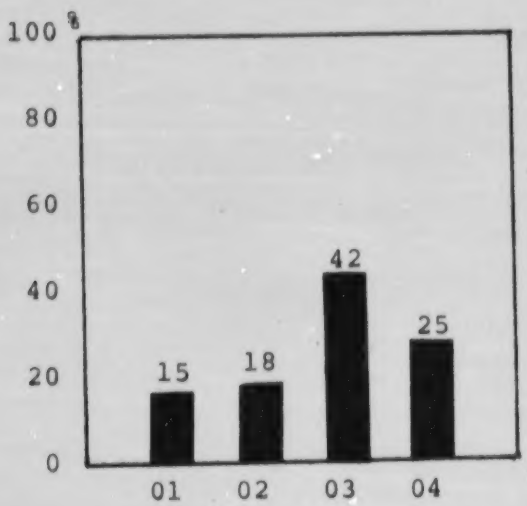
N = 39 44 55 13 =151

4.21 Tasks for each individual are specified



N = 14 31 72 34 =151

4.3 Above procedures serve as a reference for evaluations



N = 23 27 62 39 =151

GUIDELINE IV. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

	QUARTER			
	1st	2nd	3rd	4th
Perception of Degree of Implementation	0-25%	26-50%	51-75%	76-100%
All Superintendents Reporting (N=145)	55(38%)	45(31%)	21(14%)	24(17%)
School Systems with both Superintendent and Teachers Organization Reporting				
Superintendent (N=41)	18(44%)	14(34%)	4(10%)	5(12%)
Teachers (N=41)	21(51%)	12(29%)	3(8%)	5(12%)

Guideline V. Fifty-one percent (51%)* of the school systems were judged to have clearly established the accountability relationship (criterion 5.2). Only 41%* of the programs were able to provide some evidence of holding the evaluator responsible to the evaluatee (criterion 5.1). However, an additional 28% have indicated that plans exist to better define the accountability relationship. Sixty-two percent (62%)* of the systems were judged to have some level of clearly stated evaluation procedures (criterion 5.3). Only 10% supplied no evidence of any activity or plans in this area.

Forty-three percent of the superintendents rated their district's implementation level as 50% or higher. Thirty-three percent of the teacher reports rated their districts 50% or higher. The teachers and administrators seem to agree with the ERDC perception of considerable progress toward the achievement of this objective. The exception is criterion 5.1 where 28% demonstrate no evidence.

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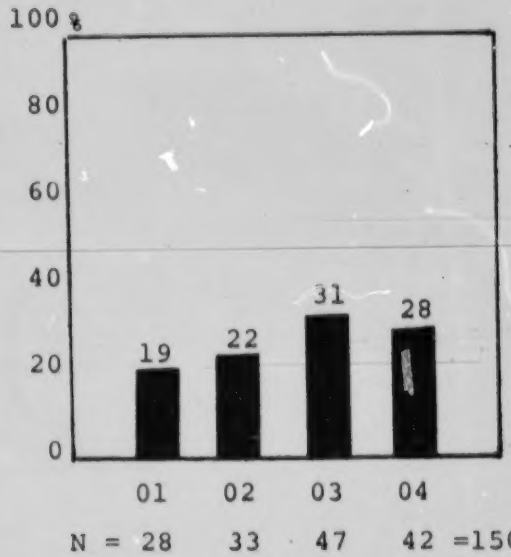
* represents the sum of categories 01 and 02

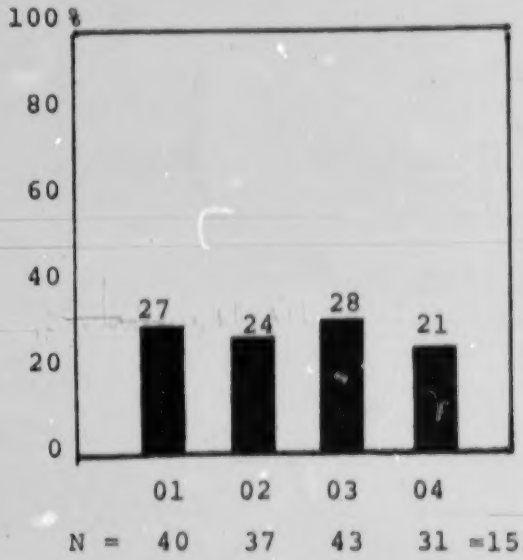
GUIDELINE V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.

5.1 The evaluation process clearly states the responsibility of the evaluator to the evaluatee



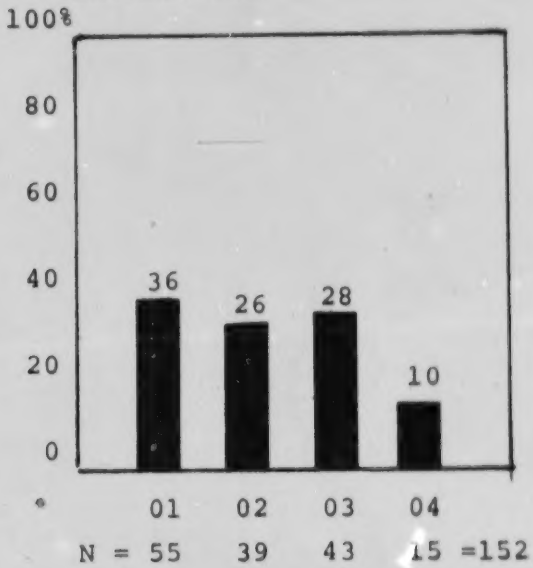
N = 28 33 47 42 =150

5.2 The evaluation process clearly states to whom and for whom each person is responsible in the evaluation process



N = 40 37 43 31 =151

5.3 The evaluation process clearly states how (methods/procedures) the evaluation is to be carried out



N = 55 39 43 15 =152

GUIDELINE V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.

Perception of Degree Of Implementation	QUARTER 1st	2nd	3rd	4th
	0-25%	26-50%	51-75%	76-100%
All Superintendents Reporting (N=147)	49(33%)	36(24%)	21(14%)	51(29%)
School Systems with both Superintendent and Teachers Organization Reporting				
Superintendent (N=40)	15(38%)	9(23%)	3(8%)	13(32%)
Teachers (N=40)	21(52%)	6(15%)	6(15%)	7(18%)

Guideline VI. Fifty-one percent (51%)* of the systems were considered more diagnostic than judgmental (criterion 6.1), while 43%* were considered to be prescriptive (criterion 6.2). An additional 35-39% have planned to meet this guideline. Between 14 and 18% provided no evidence of activity.

A minority (32%) of the superintendents scored their implementation level as 50% or higher. There was an even smaller percentage (22%) of the teacher organizations that felt implementation was at that level. Superintendents and teacher organizations from the same school system were, for the most part, in agreement that much has yet to be done. It should be noted that very few districts expressed familiarity with diagnostic evaluation instruments.

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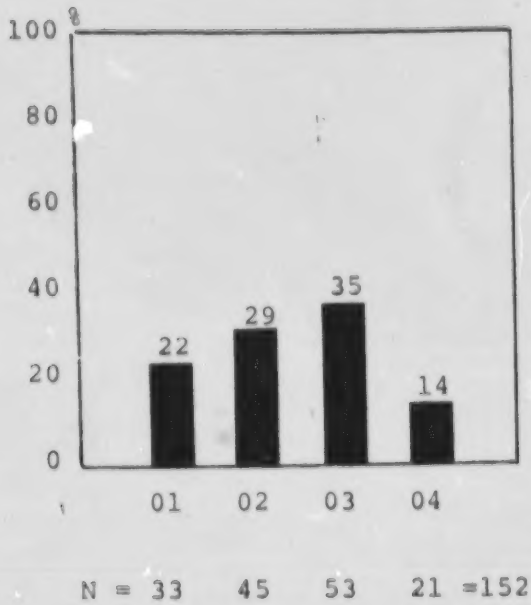
* represents the sum of categories 01 and 02

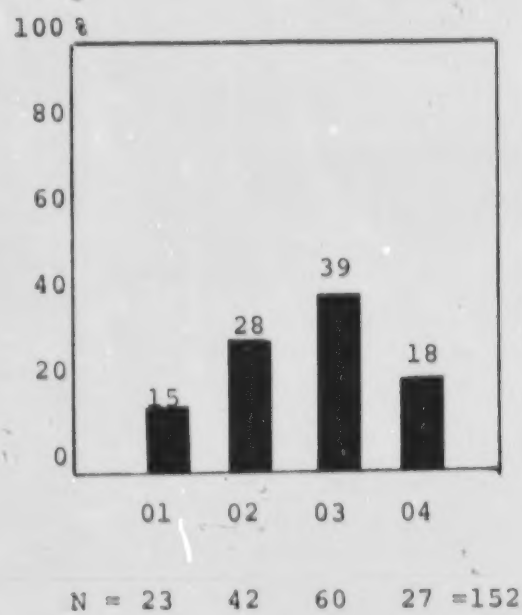
GUIDELINE VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

6.1 Evaluation procedures utilized deal with identification of strengths and weaknesses of the teaching-learning process



N = 33 45 53 21 =152

6.2 Outcomes of the evaluation process is a plan or prescription for improving the teaching-learning process



N = 23 42 60 27 =152

GUIDELINE VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

Perception of Degree of Implementation	QUARTER 1st	2nd	3rd	4th
	0-25%	26-50%	51-75%	76-100%
All Superintendents Reporting (N=147)	55(37%)	45(31%)	16(11%)	31(21%)
School Systems with both Superintendent and Teachers Organization Reporting				
Superintendent (N=40)	17(43%)	11(27%)	6(15%)	6(15%)
Teachers (N=41)	22(54%)	10(24%)	3(7%)	6(15%)

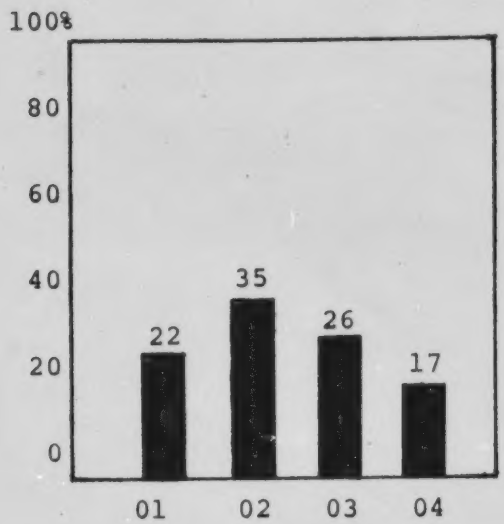
Guideline VII. Fifty-seven percent (57%)* of the programs were considered to be moving towards or already in compliance with this guideline. Another 26% have proposed activities aimed at compliance. Many systems stated compliance but were unable to provide tangible evidence.

A large minority (48%) of the superintendents felt that their systems were at the 50% or higher level of implementation. There was considerable agreement between the teacher organization reports and their respective superintendents reports.

* represents the sum of categories 01 and 02

GUIDELINE VII. Evaluation should take into account influences on the learning environment such as material and professional resources.

7.1 The evaluation process takes into consideration the level of support resources and other influences affecting the achievement of objectives



N = 33 53 40 26 =152

GUIDELINE VII. Evaluation should take into account influences on the learning environment such as material and professional resources.

Perception of Degree of Implementation	QUARTER 1st	2nd	3rd	4th
	0-25%	26-50%	51-75%	76-100%
All Superintendents Reporting (N=146)	40(27%)	40(27%)	20(14%)	46(32%)
School Systems with both Superintendent and Teachers Organization Reporting				
Superintendent (N=40)	15(38%)	9(22%)	5(12%)	11(28%)
Teachers (N=42)	16(38%)	10(24%)	7(17%)	9(21%)

Guideline VIII. Fifty-nine percent (59%)* of all districts provide professional staff with an opportunity to conduct a self-evaluation (criterion 8.1), while 32%* are at least progressing toward including self-evaluation reports as part of the total evaluation program (criterion 8.2). Another 32% demonstrate no evidence of progress on this criterion (8.2). It should be noted that many systems reported that teachers have an opportunity to respond to the supervisor's evaluation; this response was not scored as an 01 or 02.

Seventy-six percent (76%) of all teacher reports placed their districts at less than the 50% compliance level with this guideline. Fifty-six percent (56%) of the superintendents placed their districts at less than 50% compliance.

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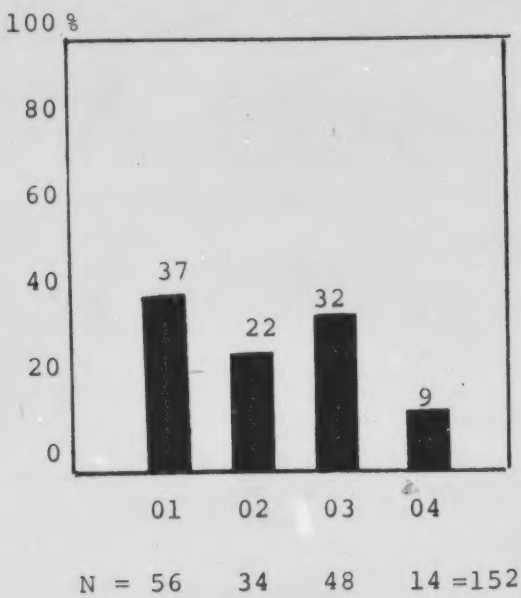
* represents the sum of categories 01 and 02

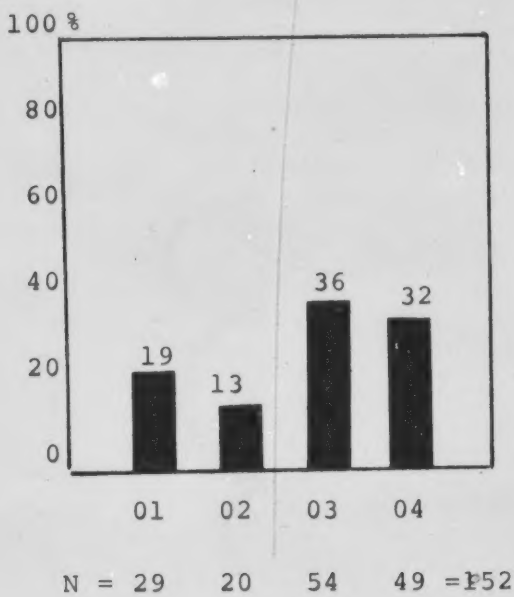
GUIDELINE VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

8.1 Opportunities are provided to each professional staff member to conduct a self-evaluation



N = 56 34 48 14 =152

8.2 Individuals are given the opportunity to include self-evaluation reports as part of the total evaluation report



N = 29 20 54 49 =152

GUIDELINE VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

QUARTER

Perception of Degree of Implementation	1st 0-25%	2nd 26-50%	3rd 51-75%	4th 76-100%
All Superintendents Reporting (N=148)	48(32%)	36(24%)	18(12%)	46(32%)
School Systems with both Superintendent and Teachers Organization Reporting				
Superintendent (N=40)	17(43%)	7(17%)	6(15%)	10(25%)
Teachers (N=41)	23(56%)	8(20%)	1(2%)	9(22%)

Guideline IX. Sixty-one percent (61%)* of the systems were found to focus on strengths as well as weaknesses (criterion 9.1) while only 17% were found to have some written statement relating to this guideline (criterion 9.2). An additional 25-30% have planned to improve their program in keeping with this guideline. As in Guideline VII, many of the systems stated compliance but were unable to provide tangible evidence or list activities.

Almost half (47%) of the superintendents rated their systems at the 50% level of implementation or higher. Teacher organizations gave a somewhat lower rating to the present level of implementation than did their respective superintendents.

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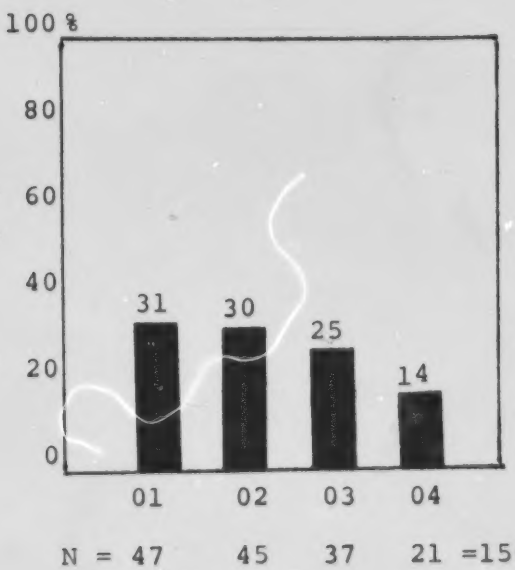
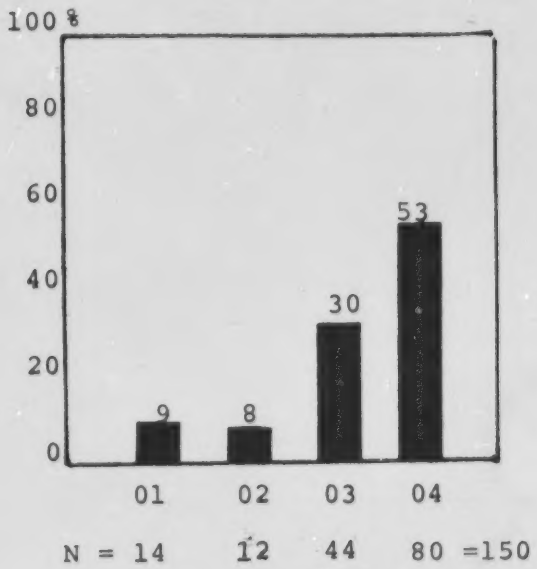
* represents the sum of categories 01 and 02

GUIDELINE IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

9.1 The evaluation plan focuses on strengths of professional staff members, not just weaknesses



9.2 There is a clear statement of responsibility for maintaining and enhancing the self-image and self-respect of all professional staff throughout the evaluation process



GUIDELINE IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

	QUARTER			
	1st	2nd	3rd	4th
Perception of Degree of Implementation	0-25%	26-50%	51-75%	76-100%
All Superintendents Reporting (N=145)	36(25%)	40(28%)	25(17%)	44(30%)
School Systems with both Superintendent and Teachers Organization Reporting				
Superintendent (N=40)	12(30%)	12(30%)	10(25%)	6(15%)
Teachers (N=40)	18(45%)	10(25%)	4(10%)	8(20%)

Guideline X. Sixty-one percent (61%)* of the systems were judged to have some provision for teacher creativity and experimentation (criterion 10.2). Only 22%* provided some written statement which encouraged the same (criterion 10.1). An additional 27-35% have proposed activities aimed at compliance with this guideline.

Sixty-seven percent (67%) of the teacher reports placed their districts at less than 50% compliance while 59% of all superintendents place their districts at or below 50% compliance. It is difficult to judge the implementation of this guideline because creativity in the classroom is generally agreed upon as being desirable.

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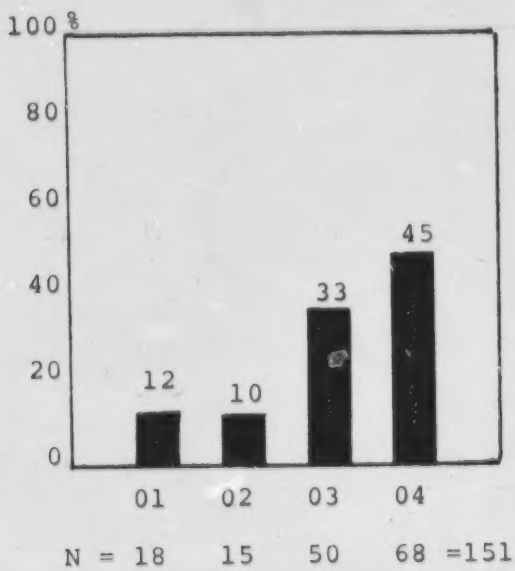
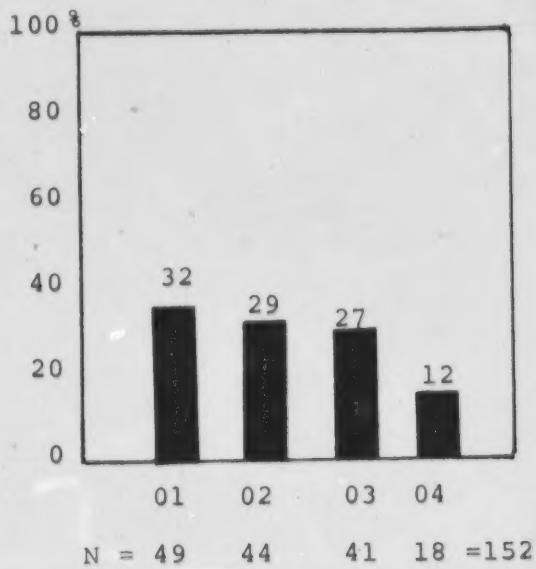
* represents the sum of categories 01 and 02

GUIDELINE X. The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experience provided children.

10.1 The evaluation program clearly states encouragement of teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children



10.2 The evaluation program makes provision for teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children



GUIDELINE X. The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experience provided children.

Perception of Degree of Implementation	QUARTER			
	1st	2nd	3rd	4th
	0-25%	26-50%	51-75%	76-100%
All Superintendents Reporting (N=149)	40(27%)	43(29%)	22(15%)	44(29%)
School Systems with both Superintendent and Teachers Organization Reporting				
Superintendent (N=40)	12(30%)	12(30%)	7(17%)	9(23%)
Teachers (N=39)	16(41%)	10(26%)	5(13%)	8(20%)

Guideline XI. Seventy-six percent (76%)* of the programs were rated as having provisions for clear and personalized feedback (criteria 11.1 and 11.2). An additional 16-18% have plans to implement the same. Sixty-one percent (61%)* of the systems were rated as having evidence of some level of constructive feedback (criterion 11.3) with another 25% in the planning stages. This guideline appears to have the highest level of compliance.

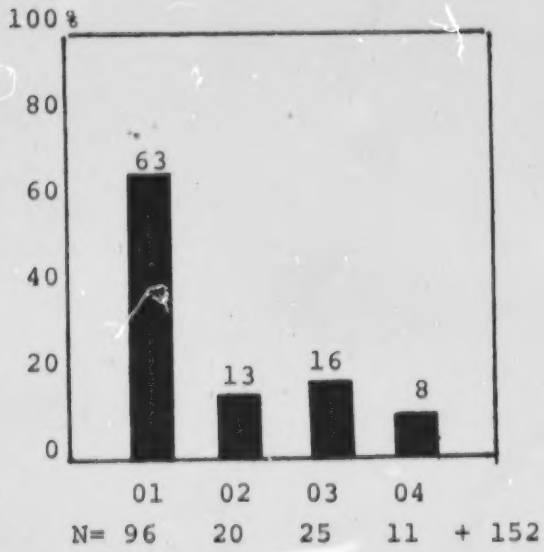
The majority of superintendents (54%) ranked their systems at the 50% level of implementation or higher. Likewise, teacher organizations considered this guideline to have the highest level of implementation, although their ratings were not as high as that of their respective superintendents.

---

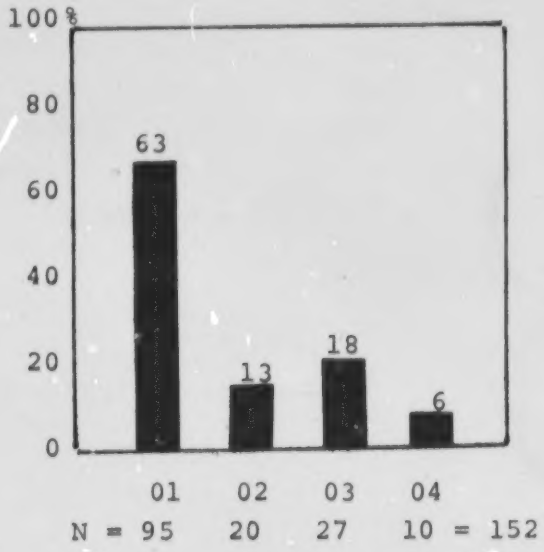
* represents the sum of categories 01 and 02

GUIDELINE X1. The program makes ample provision for clear, personalized, constructive feedback.

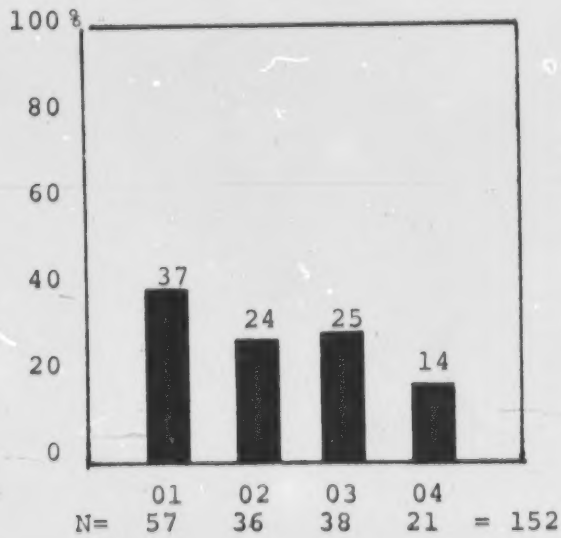
11.1 A procedure (conference or written report) for review of the evaluation is provided



11.2 Feedback is given on an individual basis



11.3 Feedback is based on diagnosis of the teaching learning process and includes positive suggestions for improvement



GUIDELINE XI. The program makes ample provision for clear, personalized, constructive feedback.

Perception of Degree of Implementation	QUARTER 1st	2nd	3rd	4th
	0-25%	26-50%	51-75%	76-100%
All Superintendents Reporting (N=144)	32(22%)	35(24%)	19(13%)	58(41%)
School systems with both Superintendent and Teachers Organization Reporting				
Superintendent (N=40)	10(25%)	8(20%)	3(8%)	19(47%)
Teachers (N=40)	13(32%)	10(25%)	5(13%)	12(30%)

Form B-12

Introduction

The purpose of Form B-12 was to gather information regarding those activities which were helpful and not helpful relevant to planning for or implementation of the evaluation guidelines. Because of the diversity of responses to this section it was determined that a sampling of responses would provide a perspective and the general nature of responses without providing an excessively lengthy list of items.

Approximately twenty percent of the reports from local school districts were included in the sample. These reports were selected from a series of reports ranging from school systems with plans in the proposal stage of development to those with fully implemented programs which are basically in agreement with the guidelines.

Presentation of Data

The large majority of reports sampled for this question responded only in terms of helpful activities. In some instances specific mention was made that no activities had yet been identified as not helpful. There apparently was confusion about the definition of activities. Many items listed are favorable or unfavorable aspects rather than activities.

Helpful Activities

. positive staff attitudes toward evaluation
. smallness of our group

- pre-appraisal conference in which mutual goals are agreed upon
- formation of a representative Evaluation Study Committee
- attendance by some members of the Evaluation Study Committee at trainirg sessions conducted by RESCUE and School Management Institute during 1973
- review outside resources and plans including Oregon, Calif., and the Redfern Plan
- discussing and objectively looking at the present evaluation procedure
- discussing per$pectives toward evaluation
- reviewing other school systems procedures of evaluation
- involvement of teachers in establishing guidelines for our program
- teacher conferences
- teacher's right to submit self-evaluation, complete participation of teachers in designing systems philosophy
- our discussing with teacher representatives who helped formulate our procedures
- cooperative development of existing teacher evaluation instrument; the required evaluation conferences between an administrator (the prime evaluator) and each teacher
- formulation of the Steering Committee
- use of mutually agreed upon evaluation technique
- input obtained from members of the teaching staff, administrators and central office personnel
- committee meetings with personnel representing the various units

- the whole process of a cooperative effort in the development of our evaluation programs
- a planned schedule of pilot program/evaluation phases for implementation of the program
- assistance of external consultant services during pilot phases to provide specialized training evaluation and follow-up services
- a planned time schedule for phasing tenure staff into the program
- the selection of an In-House Consultant to serve in the program
- the joint committee reviewing the evaluation program
- equal input from teachers and administrators
- the annual review for improving the process and encouraging feedback
- the committee for the development of the evaluation program...the cooperative effort is producing an atmosphere of mutual trust
- cooperative planning
- teacher conferences
- training workshops
- involving the entire staff in the planning as well as the implementation of the evaluation program
- maintaining a positive and constructive attitude in the evaluation process
- committee meetings with personnel representing the various units

Activities Not Helpful

- workshops conducted by our own staff, such workshops must be led by a person from outside the district
- overlapping in some of the guidelines
- process of negotiation that specifies responsibilities

- need more time for implementation of the system
- membership of the standing joint committee should be kept at a representative but minimum number of persons

Discussion

Based upon a sampling of reports, the following items should be noted:

1. The majority of reports surveyed cited significantly more helpful than non-helpful activities; many reports had no activities listed under the non-helpful category and several reports had no activities listed under either category.
2. Some form of committee operation appears in the majority of reports listing helpful activities.
3. Many of the reports described the cooperative aspect of the process or representation from all groups as a helpful activity.

Form C:

Introduction

Form C refers to the four Guiding Principles established for Teacher Evaluation. Respondents were asked to indicate the extent to which the existing program is in compliance or the proposed plan will be in compliance with the guidelines.

Responses to this form were sampled to determine the trend of replies regarding each of the guidelines. Results obtained from the survey are reported in the following tables.

Discussion

1. The large majority of respondents indicated compliance with Guiding Principle I; only 13 of the towns reported they had not yet fully complied with this guideline and of that percentage, only three percent (one town) did not specify proposed compliance.
2. Sixty-seven percent of the town reports surveyed showed compliance with Guiding Principle II and an additional 20% of the towns indicated progress was being made with respect to this Guideline.

3. Apparent confusion with regard to interpretation of Guiding Principle III exists, with some of the towns sampled referring to the five year time frame (requirement for guidelines implementation) and others making reference to an internal time frame (time allotment within the day-to-day time line of a local educational agency).
   The majority of respondents surveyed indicated that ample time was provided; this includes both interpretations of the guideline while 20% of the reports stated that more time was needed. Thirteen percent responded that the full five years would be needed to implement the guidelines.
4. Guiding Principle IV, approximately three-fourths of the towns surveyed indicated that financial support would be of assistance or would definitely be needed for full implementation of the guidelines. Approximately one-fourth of the towns surveyed stated that an adequate support system was established.

FORM C

PRESENTATION OF DATA

Guiding Principle I: The primary purpose of teacher evaluation is the improvement of student learning

	In Compliance	Compliance Proposed	Compliance Not Accomplished
Number of School Systems	26	3	1
Percentage Sampled	87%	10%	03%

Guiding Principle II: The local school district establishes its own educational goals. Such goals form the basis of the teacher evaluation program.

	In Compliance	In Process of Compliance	Compliance Proposed	Compliance Not Accomplished
Number of School Systems	20	6	3	1
Percentage Sampled	67%	20%	10%	03%

FORM C (Continued)

Guiding Principle III: Ample time is provided for this goal-oriented approach to teacher evaluation.

	Ample Time Provided	More Time Needed	Will Need the Full Five Years to Implement
Number of School Systems	18	6	4
Percentage Sampled	60%	20%	13%
Comments	Can't be determined Not applicable at the present time		07%

Guiding Principle IV: A fiscal support system is established for the purpose of assisting school districts to prepare for and conduct evaluations.

	Support System Established	Partially Established but could use assistance	Having Difficulty Need Support or Will Need Support	Can't be determined
Number of School Systems	7	3	19	1
Percentage Sampled	23%	10%	64%	03%
Additional Comments	Unless the State gives much greater fiscal commitment the program is doomed to failure. Many additional personnel will be needed. We plan to seek funds. We plan to implement this new evaluation system without additional supervisory personnel.			

Form D

Introduction

Form D asked respondents to comment on the needs they could foresee by way of assistance from outside sources. The following represents the major categories of assistance requested, with some supporting reasons and the frequency with which each was indicated.

82 Financial

- -for workshops
- -to release staff (for planning, workshops, etc.)
- -for "pilot" operations
- -for research and development
- -to support additional staff required for implementation
- -to support visitations to other schools, sites,etc.
- -to implement the plan; to coordinate the program
- -for clerical support
- -for resource people, consultants, inservice training
- -for evaluation of the evaluation program

71 Consultants (source most frequently specified was the State Department of Education)

- -to work directly with local school districts
- -to critique evaluation work of the local districts
- -on writing goals and objectives for the community, schools
- -skilled in performance evaluation
- -regarding procedures and resources needed
- -to assist with interpretation of feedback
- -in the area of professionalism among the staff and acceptance of evaluation
- -to provide leadership
- -to provide advice
- -to assist with implementation of the plan
- -to help local districts keep up with new developments
- -on procedures, M.B.O., services and goals, objectives
- -to provide evaluation skills development to staff
- -to help evaluation plans

57 Training or Workshops

- -local in-service,regional, statewide
- -in development of objectives
- -in assessment methods and materials
- -to learn evaluation processes
- -to implement goals-oriented evaluation
- -regional meetings to discuss problems
- -human relations training
- -training in supervision techniques
- -techniques: analysis, self-appraisal, observation and conference; modern techniques
- -MBO, performance objectives, accountability
- -to prepare for new evaluation process
- -demonstration centers, model programs
- -mini-courses
- -for coordination with State Department

24 Information

- -feedback from State Department (state view)
- -model programs; professional literature
- -central information source (s)
- -materials
- -speakers
- -information pool or clearinghouse (what's going on in other towns)
- -sample plans
- -research and support information

14 Guidelines

- -clarification
- -criteria
- -minimal acceptable standards

27 Other

- -meaningful support to State Board of Education
- -provide sample(s) for Forms A and B
- -appraisal from outside
- -legal assistance; legality of instrument
- -clear communication to local boards as to exactly what is planned

18 None

5 Not Yet Determined

Discussion

Financial support was the most frequent request of school systems. Dollars would be needed for training present staff, hiring new staff and/or consultant services. The request for financial assistance appears to be related to the need for training, workshops and consulting provided or recommended by the CSDE.

OBSERVATIONS

A number of general observations regarding the implementation of the guidelines have been drawn from the analysis of the data. These observations stem from a review of the individual sections of each report, as well as summary information regarding activities, status, and progress for the entire state.

1. There is an extremely wide range among school systems with regard to:

   1.1 The interpretation of the guidelines.

      1.11 In some instances definite misinterpretation of the guidelines has occurred.

   1.2 The extent to which guidelines have been implemented.

   1.3 The methods being used to implement the guidelines.

   1.4 The amount and type of assistance requested to implement the guidelines.

      1.41 An emphasis was placed on the need for financial assistance.

      1.42 There appears to be a relationship between amount and type of assistance requested and the size and existing resources of the district.

   1.5 The level of knowledge and understanding of the evaluation process exhibited in the reports.

   1.6 The level of knowledge and understanding of the planning process exhibited in the reports.

2. Improvement of instruction is the stated purpose of evaluation in most school systems.

3. A majority of the school systems report that activities for implementing the guidelines are planned or in process.

   3.1 Specific plans or timelines for the implementation were missing from the reports of most school systems reporting activities in those categories.

   3.2 Most reports did not include five-year sequential plans.

4. A small number of school systems have made significant progress in implementing the guidelines.

   4.1 These school systems appear to be those where a committment to the development of an evaluation plan preceded the state mandate (P.A. 74-278) and the guidelines.

   4.2 These school systems tend to be those with a higher level of resources available.

5. A majority of the school systems report a cooperative effort of teachers and administrators in the present or proposed activities.

6. Separate reports prepared by teacher organizations were received from only fifty-two teacher organizations.

RECOMMENDATIONS

These recommendations are based upon a review of the findings and observations. They fall within two broad categories: 1) those intended to improve the process involved in implementing P.A. 74-278 on a statewide basis, and 2) those intended to improve assistance to local school systems in the development and implementation of the best possible teacher evaluation plan.

More specifically, recommendations for the process deal with review of the guidelines, development of criteria, reporting procedures, analysis of data, and improving communication. Four broad recommendations are made regarding assistance to individual school systems.

1.0 Improving the process, statewide.

- 1.1 That guidelines and guiding principles be reviewed to determine if refinement or modification is desirable.
- 1.2 That criteria be developed for each guideline; review by the Advisory Committee and the CSDE; approved by the CSBE; and disseminated to local school systems.
- 1.3 That the Progress Report Forms be reviewed and revised.
  - 1.3.1 That a separate Progress Report be required for teachers, administrators, and special service personnel.
  - 1.3.2 That teacher organizations be requested to use the same Progress Report or a standard form developed and approved by the CSDE.

1.3.3 That Progress Reports incorporate evidence of sound planning, a long-range (5 years) plan, and a timeline.

1.3.4 That Progress Reports include specific evidence or samples where appropriate.

1.4 That more time be provided to school systems to complete Progress Reports.

1.4.1 That Guidelines, Criteria, and Progress Report forms be disseminated to school systems no later than the opening of school in September.

1.5 That the analysis of the data be strengthened through the use of additional variables (e.g., size of system, expenditure per pupil, geographic location) and the utilization of a computer.

1.6 That communication channels between the CSDE and school systems be strengthened.

1.6.1 That the CSDE inform school systems as to their timeline and long-range plans for implementing P.A. 74-278.

1.6.2 That school systems be provided feedback that will be helpful to them in planning and implementing a continuous evaluation process.

1.7 That reporting requirements and procedures be clarified for regional school districts and other educational agencies.

2.0 Assistance to individual school systems

2.1 That the emphasis be placed on having local school systems develop evaluation plans primarily from within as an internal professional staff effort with external assistance where appropriate, rather than rely heavily on outside experts or the purchase of a "package" solution.

2.2 That the CSDE recognize the wide range in ability and resources of school systems and provide assistance accordingly.

2.3 That school systems requesting state funds be required to submit a specific proposal indicating internal as well as external efforts and a long-range plan (or how it will be developed) and the external assistance to be utilized.

2.4 That a consortium be developed to provide technical assistance and support to local school systems.

2.4.1 That the consortium be coordinated by the CSDE or a designated organization responsible to them.

2.4.2 This consortium might include Connecticut colleges and universities, regional service centers, and national organizations where appropriate, e.g., University Council for Educational Administration (UCEA).

THE EDUCATIONAL RESOURCES AND DEVELOPMENT CENTER

School of Education

The University of Connecticut

STUDY TEAM

Janice Baker
William Lopes
Theodore Sergi
Herbert H. Sheathelm, Director

CONSULTANTS TO THE TEAM

John W. Brubacher, University of Connecticut
Edward F. Iwanicki, University of Connecticut
Mark R. Shibles, University of Connecticut

Appendix A

PUBLIC ACT NO. 74-278

AN ACT CONCERNING TEACHER EVALUATION

Section 1. The superintendent of each school district shall, in accordance with guidelines established by the state board of education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the town or regional board of education and the teachers' representative chosen pursuant to section 10-153b of the general statutes, continuously evaluate or cause to be evaluated each teacher. The superintendent shall report the status of such evaluations to the town or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the state board of education.

Section 2. On or before January 1, 1975, each town or regional school district shall submit, in writing, to the state board of education a report on existing evaluation procedures and plans for implementing the guidelines established by the state board of education for development of local evaluation programs.

Section 3. Section 1 of number 73-456 of the public acts of 1973 is repealed...

Section 4. The sum of thirty thousand dollars is appropriated to the department of education, which appropriation shall be from the sum appropriated to the finance advisory committee under section 1 of number 74-31 of the special acts of the current session for the reserve for legislation affecting agency budgets and shall be administered by said department. Said sum shall be used for the development, planning, research and evaluation of the guidelines and programs required by this act and for assistance to town and regional boards of education including orientation and in-service workshops in implementing such guidelines and programs.

Section 5. This act shall take effect July 1, 1974.

Appendix B

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Hartford

Guidelines for Teacher Evaluation

The following guidelines have been established by the State Board of Education to serve as a framework within which each school district can now develop or adapt its program of evaluation of professional staff. While they have the force of law behind them, these guidelines have been developed as a means of improving the learning experiences of students. It is believed that the approaches to staff evaluation laid down in these guidelines pave the way to positive approaches that can be characterized by such terms as mutuality, planning, trust, and self-evaluation.

These guidelines were developed as the result of the work of the Advisory Committee on Teacher Evaluation appointed by the State Board of Education to make recommendatiins for the Teacher Evaluation Act PA 74-278 enacted by the General Assembly. The guidelines embody the viewpoints of a broad spectrum of educational interests - not only those of the Advisory Committee itself, but indirectly many others, including legislators, educators, and the lay community.

Guiding Principles

A school environment in which a teacher may most fully develop the art and science of teaching is essential. These guidelines are prepared in an effort to help create such an environment in every school system in Connecticut.

I. The primary purpose of teacher evaluation is the improvement of the student learning experience.

Teacher evaluation should be a continuing process through which the professional performance of a teacher is enhanced. Performance should be evaluated in terms of the degree to which activities have met cooperatively predetermined goals and objectives appropriate to the individual's professional role in the context of the specific educational environment.

II. The local school district establishes its own educational goals. Such goals form the basis of the teacher evaluation program.

The goals of an educational system may be described as those ultimate general behaviors expected of most students. As such, in at least a broad sense they describe and define for the instructional and special service as well as administrative staffs the targets toward which their efforts should be directed. Such goals should be established at the local level so that a teacher may set meaningful objectives upon which to be evaluated. Based on such goals, objectives will be developed by

the various units of the school system and will form the basis of the teacher evaluation program. Within those units, the teacher (as defined in the statutes) must recognize how he contributes toward reaching those goals. Thus, just as the school system develops goals toward which it works, so too the units within the system and ultimately the teacher recognize how related objectives at their respective levels contribute to the realization of the broader goals. The Connecticut State Department of Education has conducted a study among various interested groups to develop goals aimed at bringing changes in student behavior.* A set of six major goals for education have been developed:

1. Each student learns to communicate effectively.
2. Each student accepts learning as a lifelong continuing process of self-development.
3. Each student develops the skills, knowledge, and values necessary for responsible citizenship.
4. Each student increases his ability to understand himself and to function in his environment.
5. Each student acquires habits and attitudes which have proven of value for health and family life.
6. Each student applies his accumulated knowledge and skills to present day living.

The goals have been accepted as working goals by the State Board of Education to serve as criteria for the programs of the Department. They are presented here to assist local school systems in the development of their own goals.

III. Ample time is provided for this goal-oriented approach to teacher evaluation.

At least five years should be allowed for the development, design, field-testing and review of the evaluation, with progress reports from the school districts made annually to the State Board of Education.

IV. A fiscal support system is established for the purpose of assisting school districts to prepare for and conduct evaluations.

At the local level, planning and implementing an evaluation program require time and personnel. Conditions in each local district vary, and each district will have to assess its status in this regard. Funds will be needed for such a program, not only for implementation purposes, but also for the purposes of inservice training. The State Department of Education has a

*Based on "Connecticut Citizens Response to Educational Goals" (1971-1972)

responsibility for helping with broadly recognized needs in the upgrading and advancing of competencies in personnel evaluation. This in turn requires funding provisions at the state level.

Guidelines For the Development of an Evaluation Plan

The entire procedure should be viewed as a cooperative undertaking of professionals who are striving to improve the learning experience of a specific group of students.

I. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

II. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.

III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

IV. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.

VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

VII. Evaluation should take into account influences on the learning environment such as material and professional resources.

VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

X. The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.

XI. The program makes ample provision for clear, personalized, constructive feedback.

A progress assessment shall be the responsibility of the State Department of Education:

1. The Department inventories each school district as to (1) status and (2) plans for development of teacher evaluation program. Programs are reviewed in terms of the extent to which they are meeting the guidelines.

2. The Department communicates to each superintendent the results of its review, its understanding of the timetable proposed in the school district's plans, and any recommendations for adjustment to such plans.

3. Each Superintendent receiving recommendations for adjustments to plans acknowledges such recommendations and agrees to incorporate such recommendations into a revised plan. Any superintendent who does not agree with the recommendations requests a meeting with the Department for the purpose of clarifying and setting forth an alternate plan to fully implement an effective evaluation program within a reasonable period of time.

Appendix C

Connecticut State Department of Education
Hartford

October 22, 1974

Series: 1974-75
Circular Letter: C-5

To: Superintendents of Schools

From: Mark R. Shedd
Commissioner of Education

Public Act No. 74-278: AN ACT CONCERNING TEACHER EVALUATION requires that on or before January 1, 1975 each town or regional school district shall submit in writing to the State Board of Education a report on existing procedures and plans to implement the guidelines established by the State Board of Education for the development of local teacher evaluation programs.

In addition, the law specifies that "other guidelines may be established by mutual agreement between the town or regional board of education and the teacher's representative chosen pursuant to section 10-153b of the general statutes."

The enclosed format for the report has been cooperatively developed by the Advisory Committee on Teacher Evaluation. Its members represent a broad spectrum of the education community and will continue to assist in monitoring the program.

The Educational Resources and Development Center at the University of Connecticut has been selected to work with the State Department of Education staff. Local plans will be reviewed in terms of the extent to which they meet the Teacher Evaluation Guidelines.

The information submitted will form the basis for reactions to individual school districts on their reported progress in meeting the mandate. A report will be prepared to the State Board of Education on the status of teacher evaluation in Connecticut and recommendations for future implementation.

The report is to be made by returning a completed form together with other appropriate materials to:

Dr. George D. Kinkade, Chief
Bureau of Evaluation and Educational Services
Room 363
State Department of Education
165 Capitol Avenue
Hartford, Connecticut 06115

MRS:gkj

Appendix C

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Progress Report to State Board of Education
by

_____School District

Due January 1, 1975

1. Please submit with this form one copy of any statement of policy, evaluation forms, or documents related to your existing operational evaluation program for certified staff (teachers, administrators, and special service personnel)*.

2. Please complete the attached form (A) on the status of your present evaluation program.

3. Please submit with this form one copy of any statement of policy, evaluation forms, or documents relating to the development of any future evaluation plan for certified staff (teachers, administrators, and special service personnel)*.

4. Each school district must be in compliance with the guidelines established by the State Board of Education in implementing its program of teacher evaluation. These guidelines consist of four "guiding principles" and eleven "guidelines." Please indicate on the attached form (B) those things your school district is now doing or plans to do in order to be in compliance with the eleven guidelines.

5. In the spaces provided on the attached form (C), please comment on the extent to which each of the four "guiding principles" is being complied with in your existing program of teacher evaluation, or will be complied with in your proposed plan for teacher evaluation.

6. In the development of your teacher evaluation program, what needs do you foresee by way of assistance from outside sources? Please state these on form (D).

*NOTE:

Your local district may have different evaluation programs for teachers, administrators, and special service personnel. If so, please submit existing materials for each of the evaluation programs. You may also wish to distinguish between the programs when completing forms B and C.

Form A

TEACHER EVALUATION PROCEDURES PRESENTLY UTILIZED
IN YOUR SCHOOL DISTRICT

A. What Method? (Rank according to usage in your school district. Begin with 1 as the most important method)

	Teachers	Administrators	Special Service Personnel
Check List.	____	____	____
Rating Scale.	____	____	____
Open End Statements	____	____	____
Performance Objectives. . . .	____	____	____
(e.g., MBO).	____	____	____
Guided Self Analysis.	____	____	____
Clinical Supervision.	____	____	____
Interaction Process Analysis.	____	____	____
(e.g., Flanders, Simon). . .	____	____	____
Micro Teaching.	____	____	____
Other (Specify)	____	____	____

B. Who Evaluates? (Indicate primary responsibility by using P, secondary responsibility by using S.)

	Teachers	Administrators	Special Service Personnel
Principal	____	____	____
Assistant Principal	____	____	____
Department Head	____	____	____
Supervisor.	____	____	____
Assistant Superintendent. . .	____	____	____
Superintendent.	____	____	____
Other Teachers.	____	____	____
Students.	____	____	____

C. When Does Evaluation Occur?

	Teachers			Special Service Personnel	
	Tenure	Non-Tenure	Administrators	Tenure	Non Ten.
Continuously	____	____	____	____	____
Monthly	____	____	____	____	____
Semi-Annually	____	____	____	____	____
Annually.	____	____	____	____	____

D. Why Does Evaluation Occur? (Rank in order of importance for your district, beginning with 1 as most important.)

	Teachers	Administrators	Special Services
Staff Development . . .	____	____	____
Tenure/Contract Renewal . .	____	____	____
Salary	____	____	____
Improve Competencies . . .	____	____	____
Other (Specify).	____	____	____

Form B-1

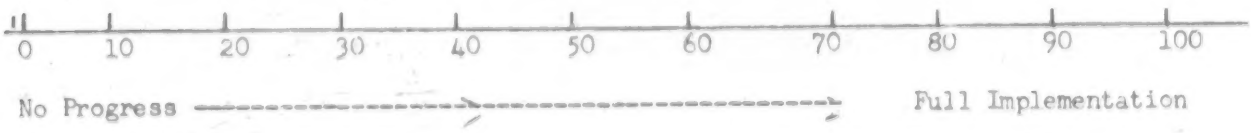
GUIDELINE I

"Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based."*

What things are you now doing, or do you plan to do, to see that this guideline is met? PLEASE LIST ACTIVITIES	Starting Date	Completion Date

*Note: Please attach any supporting evidence available, e.g., statements of objectives which will serve as the basis for the evaluation of professionals within various categories.

On the scale below please check how far you believe you have progressed toward meeting this guideline.



Form B-2

GUIDELINE II

"The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff."*

What things are you now doing, or do you plan to do, to see that this guideline is met? PLEASE LIST ACTIVITIES	Starting Date	Completion Date

*Note: Please attach any supporting evidence available, e.g., statements of objectives which will serve as the basis for the evaluation of professionals within various categories.

On the scale below please check how far you believe you have progressed toward meeting this guideline.

0 10 20 30 40 50 60 70 80 90 100

No Progress ——————————> Full Implementation

Form B-3

GUIDELINE III

"The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated."*

What things are you now doing, or do you plan to do, to see that this guideline is met? PLEASE LIST ACTIVITIES	Starting Date	Completion Date

*Note: Please attach any supporting evidence available, e.g., statements of objectives which will serve as the basis for the evaluation of professionals within various categories.

On the scale below please check how far you believe you have progressed toward meeting this guideline.

0 10 20 30 40 50 60 70 80 90 100

No Progress ——————→ Full Implementation

Form B-4

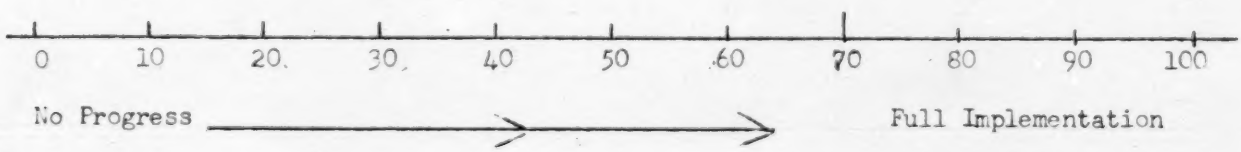
GUIDELINE IV

"The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation."*

What things are you now doing, or do you plan to do, to see that this guideline is met? PLEASE LIST ACTIVITIES	Starting Date	Completion Date

*Note: Please attach any supporting evidence available, e.g., statements of objectives which will serve as the basis for the evaluation of professionals within various categories.

On the scale below please check how far you believe you have progressed toward meeting this guideline.



Form B-5

GUIDELINE V

"The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position."*

What things are you now doing, or do you plan to do, to see that this guideline is met? PLEASE LIST ACTIVITIES	Starting Date	Completion Date

*Note: Please attach any supporting evidence available, e.g., statements of objectives which will serve as the basis for the evaluation of professionals within various categories.

On the scale below please check how far you believe you have progressed toward meeting this guideline.

0 10 20 30 40 50 60 70 80 90 100

No Progress ——————————→ Full Implementation

Form B-6

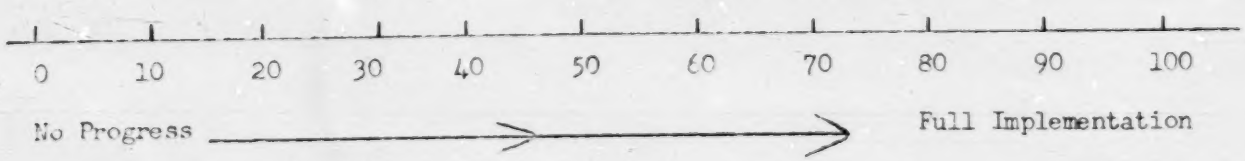
GUIDELINE VI

"Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve."*

What things are you now doing, or do you plan to do, to see that this guideline is met? PLEASE LIST ACTIVITIES	Starting Date	Completion Date

*Note: Please attach any supporting evidence available, e.g., statements of objectives which will serve as the basis for the evaluation of professionals within various categories.

On the scale below please check how far you believe you have progressed toward meeting this guideline.



Form B-7

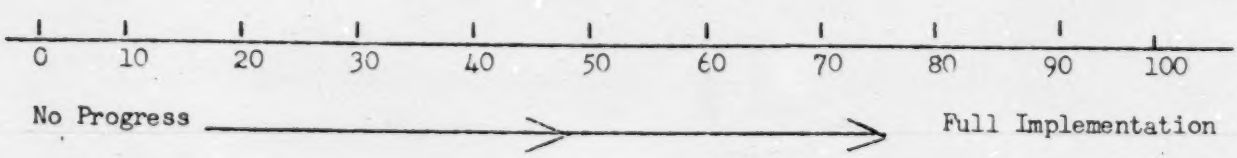
Guideline VII

"Evaluation should take into account influences on the learning environment such as material and professional resources."*

What things are you now doing, or do you plan to do, to see that this guideline is met? PLEASE LIST ACTIVITIES	Starting Date	Completion Date

*Note: Please attach any supporting evidence available, e.g., statements of objectives which will serve as the basis for the evaluation of professionals within various categories.

On the scale below please check how far you believe you have progressed toward meeting this guideline.



Form B-8

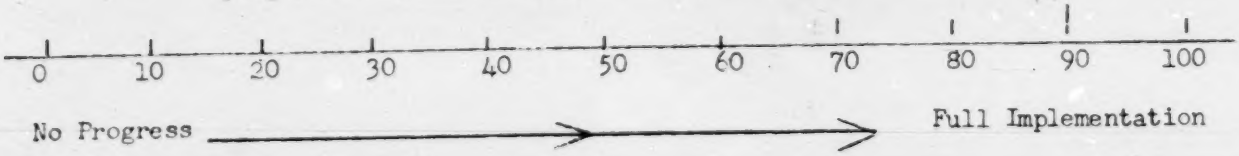
GUIDELINE VIII

"Self-evaluation is an essentaal aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways."*

What things are you now doing, or do you plan to do, to see that this guideline is met? PLEASE LIST ACTIVITIES	Starting Date	Completion Date

*Note: Please attach any supporting evidence available, e.g., statements of objectives which will serve as the basis for the evaluation of professionals within various categories.

On the scale below please check how far you believe you have progressed toward meeting this guideline.



Form B-9

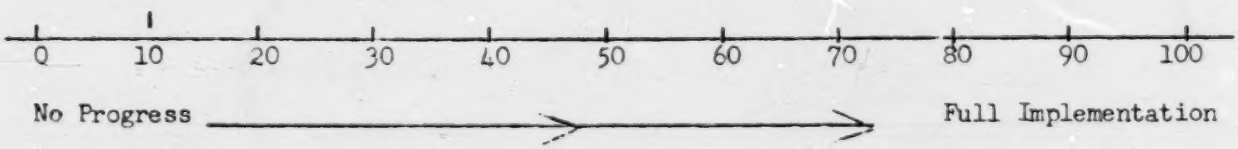
GUIDELINE IX

"The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan."*

What things are you now doing, or do you plan to do, to see that this guideline is met? PLEASE LIST ACTIVITIES	Starting Date	Completion Date

*Note: Please attach any supporting evidence available, e.g., statements of objectives which will serve as the basis for the evaluation of professionals within various categories.

On the scale below please check how far you believe you have progressed toward meeting this guideline.



Form B-10

GUIDELINE X

"The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children."*

What things are you now doing, or do you plan to do, to see that this guideline is met? PLEASE LIST ACTIVITIES	Starting Date	Completion Date

*Note: Please attach any supporting evidence available, e.g., statements of objectives which will serve as the basis for the evaluation of professionals within various categories.

On the scale below please check how far you believe you have progressed toward meeting this guideline.

0 10 20 30 40 50 60 70 80 90 100

No Progress ——————————→ Full Implementation

Form B-11

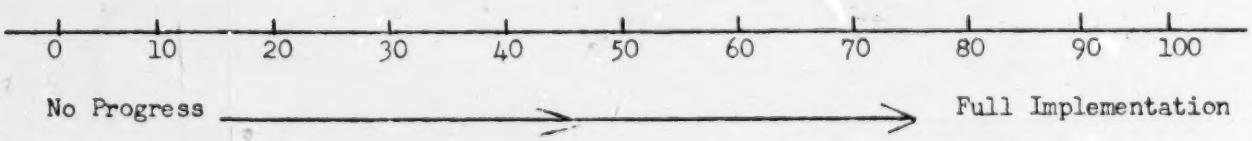
GUIDELINE XI

"The program makes ample provision for clear, personalized, constructive feedback."*

What things are you now doing, or do you plan to do, to see that this guideline is met? PLEASE LIST ACTIVITIES	Starting Date	Completion Date

*Note: Please attach any supporting evidence available, e.g., statements of objectives which will serve as the basis for the evaluation of professionals within various categories.

On the scale below please check how far you believe you have progressed toward meeting this guideline.



Form B-12

Of the activities listed on this form that have been completed, please comment on:

(1) those activities that were particularly helpful, and
(2) those activities that were not helpful, and that you would not repeat without major changes

Form C

GUIDING PRINCIPLES FOR TEACHER EVALUATION

Please comment on the extent to which each of the following four "guiding principles" is being complied with in your existing program of teacher evaluation, or will be complied with in your proposed plan for teacher evaluation. In responding, please draw upon the specific activities you have cited in describing your progress toward the previous guidelines (Form B). Use additional sheets as necessary.

I. The primary purpose of teacher evaluation is the improvement of the student learning experience.

II. The local school district establishes its own educational goals. Such goals form the basis of the teacher evaluation program.

III. Ample time is provided for this goal-oriented approach to teacher evaluation.

IV. A fiscal support system is established for the purpose of assisting school districts to prepare for and conduct evaluations.

FORM D

NEEDS FOR ASSISTANCE FROM OUTSIDE SOURCES

In the development of your teacher evaluation program, what needs to you foresee by way of assistance from outside sources?

To the best of my knowledge, the information on these forms is accurate.

_____
Superintendent

_____
Person filling out this form (if other than Superintendent)

Appendix D

CONNECTICUT EDUCATION ASSOCIATION
21 Oak Street
Hartford, Connecticut 06106

Supplementary Progress Report to State Department of Education
on Teacher Evaluation in the

_____ School District

Due January 1, 1975

Name of Organization_____

Is this organization officially recognized as teachers' bargaining representative under Section 10-153b (Teacher Negotiation Act)? _____YES _____NO

Organization President_____

School Address_____

_____

1. Please complete the attached form (A) on the status of your school system's present evaluation program.

2. Each school district must be in compliance with the guidelines established by the State Board of Education in implementing its program of teacher evaluation. These guidelines consist of four "guiding principles" and eleven "guidelines." In the spaces provided on the attached form (B), please comment on the extent to which each of the four "guiding principles" is being complied with in your existing program of teacher evaluation, or will be complied with in your system's proposed plan for teacher evaluation.

3. On the scales provided on the attached form (C), please check how far you believe your school system has progressed toward meeting each of the eleven "guidelines."

4. In the development of your system's teacher evaluation program, what needs do you foresee by way of assistance from outside sources? Please state these on form (D).

NOTE: Please feel free to use additional sheets and/or to submit any desired documents, supporting evidence, or supplementary statements to provide further perspective with your comments. Cite specific activities, things done or planned to do, and indicate which in your judgment have been most helpful or not helpful. Thank you for your constructive cooperation.

Form A

TEACHER EVALUATION PROCEDURES PRESENTLY UTILIZED IN YOUR SCHOOL DISTRICT

A. What Method? (Rank according to usage in your school district. Begin with 1 as the most important method)

	Teachers	Administrators	Special Service Personnel
Check List.	____	____	____
Rating Scale.	____	____	____
Open End Statements	____	____	____
Performance Objectives. . . .	____	____	____
(e.g., MBO).	____	____	____
Guided Self Analysis.	____	____	____
Clinical Supervision.	____	____	____
Interaction Process Analysis.	____	____	____
(e.g., Flanders, Simon). . .	____	____	____
Micro Teaching.	____	____	____
Other (Specify)	____	____	____

B. Who Evaluates? (Indicate primary responsibility by using P, secondary responsibility by using S.)

	Teachers	Administrators	Special Service Personnel
Principal	____	____	____
Assistant Principal	____	____	____
Department Head	____	____	____
Supervisor.	____	____	____
Assistant Superintendent. . .	____	____	____
Superintendent.	____	____	____
Other Teachers.	____	____	____
Students.	____	____	____

C. When Does Evaluation Occur?

	Teachers			Special Service Personnel	
	Tenure	Non-Tenure	Administrators	Tenure	Non Ten.
Continuously	____	____	____	____	____
Monthly	____	____	____	____	____
Semi-Annually	____	____	____	____	____
Annually.	____	____	____	____	____

D. Why Does Evaluation Occur? (Rank in order of importance for your district, beginning with 1 as most important.)

	Teachers	Administrators	Special Services
Staff Development . . .	____	____	____
Tenure/Contract Renewal . .	____	____	____
Salary	____	____	____
Improve Competencies . . .	____	____	____
Other (Specify).	____	____	____

GUIDING PRINCIPLES FOR TEACHER EVALUATION

Please comment on the extent to which each of the following four "guiding principles" is being complied with in your school system's existing program of teacher evaluation, or will be complied with in your system's proposed plan for teacher evaluation. Use additional sheets as necessary.

I. The primary purpose of teacher evaluation is the improvement of the student learning experience.

II. The local school district establishes its own educational goals. Such goals form the basis of the teacher evaluation program.

III. Ample time is provided for this goal-oriented approach to teacher evaluation.

IV. A fiscal support system is established for the purpose of assisting school districts to prepare for and conduct evaluations.

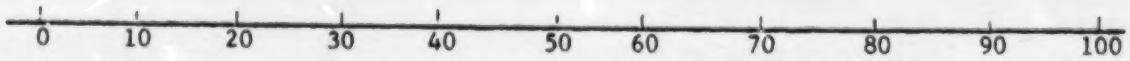
FORM C-1

GUIDELINES FOR TEACHER EVALUATION

On the scale following each guideline, please check how far you believe your school system has progressed toward meeting the guideline.

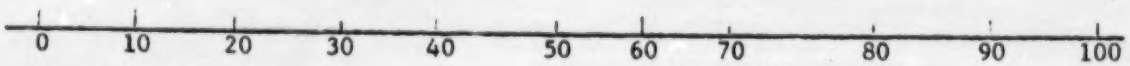
GUIDELINE I

"Each professional shall cooperatively determine with the evaluator (s) the objectives upon which his or her evaluation shall be based."



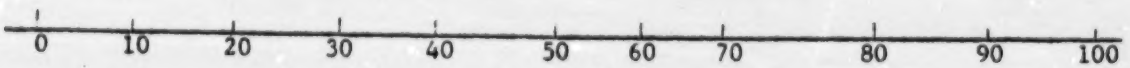
GUIDELINE II

"The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff."



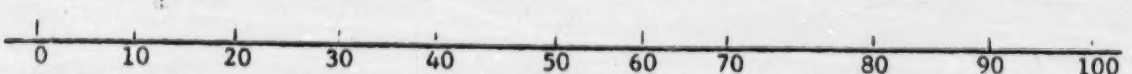
GUIDELINE III

"The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated."



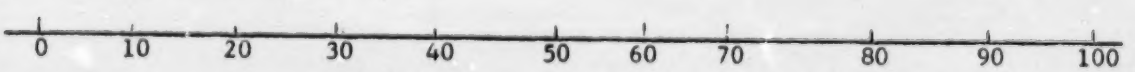
GUIDELINE IV

"The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation."



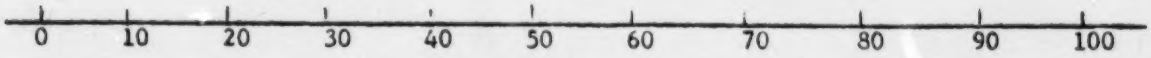
GUIDELINE V

"The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position."



G U I D E L I N E V I

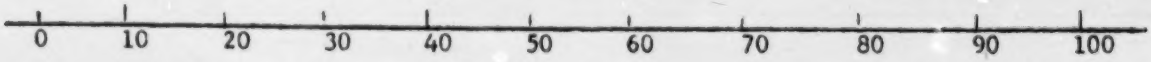
"Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve."



No Progress---------- Full Implementation

G U I D E L I N E V I I

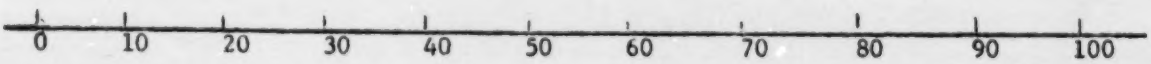
"Evaluation should take into account influences on the learning environment such as material and professional resources."



No Progress---------- Full Implementation

G U I D E L I N E V I I I

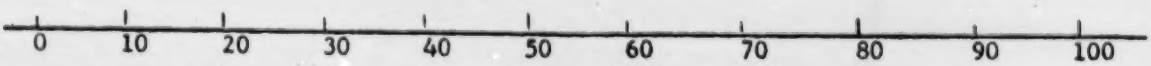
"Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways."



No Progress---------- Full Implementation

G U I D E L I N E I X

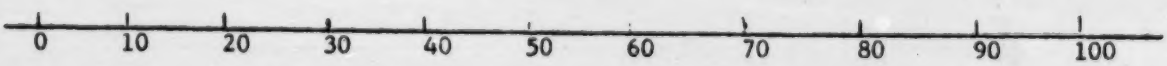
"The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan."



No Progress---------- Full Implementation

G U I D E L I N E X

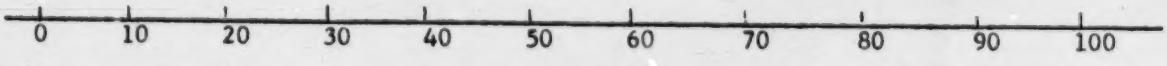
"The nature of the evaluation is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children."



No Progress---------- Full Implementation

G U I D E L I N E X I

"The program makes ample provision for clear, personalized, constructive feedback."



No Progress---------- Full Implementation

FORM D

NEEDS FOR ASSISTANCE FROM OUTSIDE SOURCES

In the development of your teacher evaluation program, what needs to you foresee by way of assistance from outside sources?

To the best of my knowledge, the information on these forms is accurate.

_____

Organization President

_____

Person filling out this form (if other than President)

Date _____

Appendix E

CSDE/ERDC GUIDELINE ANALYSIS FORMS

CSDE/ERDC GUIDELINE ANALYSIS FORM

GUIDELINE I. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

CRITERIA	STATUS	EVIDENCE	COMMENTS
1.1 Objectives			
1.11 Written objectives for the evaluatee are developed			
1.12 Objectives are stated in operational (observable) terms			
2.1 Cooperative Planning			
2.21 Teachers and administrators work together in developing objectives			
2.22 Objectives are jointly approved			

PERCEPTION OF DEGREE OF IMPLEMENTATION:

Superintendent: _____
Teacher Orgn: _____

CSDE/ERDC PERCEPTION OF STATUS:

Code	Definition	Number of Criteria
01	Yes (substantial achievement of guideline)	_____
02	In Progress (activities initiated but achievement not substantially achieved	_____
03	Proposed (activities planned but not yet initiated)	_____
04	No Evidence (no evidence provided)	_____

RECOMMENDATIONS:

CSDE/ERDC GUIDELINE ANALYSIS FORM

GUIDELINE II. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.

CRITERIA	STATUS	EVIDENCE	COMMENTS
2.1 Cooperatively Planned			
2.11 There is input from all reference groups			
2.12 There is substantial approval of program by all groups			
2.2 Cooperatively implemented			
2.21 Active roles for each group are specified			
2.3 Cooperatively Evaluated			
2.31 There is a procedure to provide feedback from all groups concerning the evaluation program.			

PERCEPTION OF DEGREE OF IMPLEMENTATION:

Superintendent: _____
Teacher Orgn: _____

CSDE/ERDC PERCEPTION OF STATUS:

Code	Definition	Number of Criteria
01	Yes (substantial achievement of guideline)	_____
02	In Progress (activities initiated but achievement not substantially achieved	_____
03	Proposed (activities planned but not yet intiated)	_____
04	No Evidence (no evidence provided)	_____

RECOMMENDATIONS:

CSDE/ERDC GUIDELINE ANALYSIS FORM

GUIDELINE III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

CRITERIA	STATUS	EVIDENCE	COMMENTS
3.1 Purposes			
3.11 There is a clear written statement of the purposes of the evaluation program			
3.2 Information Dissemination			
3.21 Statement of purposes is widely distributed to evaluators			
3.22 Statement of purposes is widely distributed to those to be evaluated			
3.3 Information Communication			
3.31 Statement of purposes is explained and discussed with and by all reference groups			

PERCEPTION OF DEGREE OF IMPLEMENTATION:

Superintendent: _____

Teacher Orgn: _____

120

CSDE/ERDC PERCEPTION OF STATUS:

Code	Definition	Number of Criteria
01	Yes (substantial achievement of guideline	_____
02	In Progress (activities initiated but achievement not substantially achieved	_____
03	Proposed (activities planned but not yet initiated)	_____
04	No Evidence (no evidence provided)	_____

RECOMMENDATIONS:

CSDE/ERDC GUIDELINE ANALYSIS FORM

GUIDELINE IV. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

CRITERIA	STATUS	EVIDENCE	COMMENTS
4.1 General Responsibilities			
4.11 General responsibilities of each professional position are defined in writing			
4.2 Specific Tasks of the Position are defined			
4.21 Tasks for each individual are specified			
4.3 Above procedures serve as a reference for evaluations			

PERCEPTION OF DEGREE OF IMPLEMENTATION:

Superintendent:_____
Teacher Orgn:_____

CSDE/ERDC PERCEPTION OF STATUS:

Code	Definition	Number of Criteria
01	Yes (substantial achievement of guideline	_____
02	In Progress (activities initiated but achievement not substantially achieved)	_____
03	Proposed (activities planned but not yet initiated)	_____
04	No Evidence (no evidence provided)	_____

RECOMMENDATIONS:

CSDE/ERDC GUIDELINE ANALYSIS FORM

GUIDELINE V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.

CRITERIA	STATUS	EVIDENCE	COMMENTS
5.1 The evaluation process clearly states the responsibility of the evaluator to the evaluatee.			
5.2 The evaluation process clearly states to whom and for whom each person is responsible in the evaluation process			
5.3 The evaluation process clearly states how(methods/procedures) the evaluation is to be carried out.			

PERCEPTION OF DEGREE OF IMPLEMENTATION:

Superintendent: _____
Teacher Orgn: _____

CSDE/ERDC PERCEPTION OF STATUS:

Code	Definition	Number of Criteria
01	Yes(substantial achievement of guideline	_____
02	In Progress(activities initiated but achievement not substantially achieved)	_____
03	Proposed(activities planned but not yet initiated)	_____
04	No Evidence(no evidence provided)	_____

RECOMMENDATIONS:

CSDE/ERDC GUIDELINE ANALYSIS FORM

GUIDELINE VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

CRITERIA	STATUS	EVIDENCE	COMMENTS
6.1 Evaluation procedures utilized deal with identification of strengths and weaknesses of the teaching-learning process			
6.2 Outcomes of the evaluation process is a plan or prescription for improving the teaching-learning process			

PERCEPTION OF DEGREE OF IMPLEMENTATION:

Superintendent: _____

Teacher Orgn: _____

CSDE/ERDC PERCEPTION OF STATUS:

Code	Definition	Number of Criteria
01	Yes (substantial achievement of guideline)	
02	In Progress (activities initiated but achievement not substantially achieved)	
03	Proposed (activities planned but not yet initiated)	
04	No Evidence (no evidence provided)	

RECOMMENDATIONS:

CSDE/ERDC GUIDELINE ANALYSIS FORM

GUIDELINE VII. Evaluation should take into account influences on the learning environment such as material and professional resources.

CRITERIA	STATUS	EVIDENCE	COMMENTS
7.1 The evaluation process takes into consideration the level of support resources and other influences affecting the achievement of objectives			

PERCEPTION OF DEGREE OF IMPLEMENTATION:

Superintendent: _____
Teacher Orgn: _____

CSDE/ERDC PERCEPTION OF STATUS:

Code	Definition	Number of Criteria
01	Yes (substantial achievement of guideline)	_____
02	In Progress (activities initiated but achievement not substantially achieved)	_____
03	Proposed (activities planned but not yet initiated)	_____
04	No Evidence (no evidence provided)	_____

RECOMMENDATIONS:

CSDE/ERDC GUIDELINE ANALYSIS FORM

GUIDELINE VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

CRITERIA	STATUS	EVIDENCE	COMMENTS
8.1 Opportunities are provided to each professional staff member to conduct a self-evaluation			
8.2 Individuals are given the opportunity to include self-evaluation reports as part of the total evaluation report			

PERCEPTION OF DEGREE OF IMPLEMENTATION:

Superintendent: _____
Teacher Orgn: _____

CSDE/ERDC PERCEPTION OF STATUS:

Code	Definition	Number of Criteria
01	Yes (substantial achievement of guideline)	_____
02	In Progress (activities initiated but achievement not substantially achieved)	_____
03	Proposed (activities planned but not yet initiated)	_____
04	No Evidence (no evidence provided)	_____

RECOMMENDATIONS:

CSDE/ERDC GUIDELINE ANALYSIS FORM

GUIDELINE IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

CRITERIA	STATUS	EVIDENCE	COMMENTS
9.1 The evaluation plan focuses on strengths of professional staff members, not just weaknesses			
9.2 There is a clear statement of responsibility for maintaining and enhancing the self-image and self-respect of all professional staff throughout the evaluation process.			

PERCEPTION OF DEGREE OF IMPLEMENTATION:

Superintendent: _____
Teacher Orgn: _____

CSDE/ERDC PERCEPTION OF STATUS:

Code	Definition	Number of Criteria
01	Yes (substantial achievement of guideline)	_____
02	In Progress (activities initiated but achievement not substantially achieved)	_____
03	Proposed (activities planned but not yet initiated)	_____
04	No Evidence (no evidence provided)	_____
		_____

RECOMMENDATIONS:

CSDE/ERDC GUIDELINE ANALYSIS FORM

GUIDELINE X. The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.

CRITERIA	STATUS	EVIDENCE	COMMENTS
10.1 The evaluation program clearly states encouragement of teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children			
10.2 The evaluation program makes provision for teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children			

PERCEPTION OF DEGREE OF IMPLEMENTATION:

Superintendent: _____
Teacher Orgn: _____

CSDE/ERDC PERCEPTION OF STATUS:

Code	Definition	Number of Criteria
01	Yes (substantial achievement of guideline)	
02	In Progress (activities initiated but achievement not substantially achieved)	
03	Proposed (activities planned but not yet initiated)	
04	No Evidence (no evidence provided)	

RECOMMENDATIONS:

CSDE/ERDC GUIDELINE ANALYSIS FORM

GUIDELINE XI. The program makes ample provision for clear, personalized constructive feedback.

CRITERIA	STATUS	EVIDENCE	COMMENTS
11.1 A procedure (conference or written report) for review of the evaluation is provided			
11.2 Feedback is given on an individual basis			
11.3 Feedback is based on diagnosis of the teaching learning process and includes positive suggestions for improvement			

PERCEPTION OF DEGREE OF IMPLEMENTATION:

Superintendent: _____
Teacher Orgn: _____

CSDE/ERDC PERCEPTION OF STATUS:

Code	Definition	Number of Criteria
01	Yes (substantial achievement of guideline)	_____
02	In Progress (activities initiated but achievement not substantially achieved)	_____
03	Proposed (activities planned but not yet initiated)	_____
04	No Evidence (no evidence provided)	_____
		_____

RECOMMENDATIONS: